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CHINESE-MANDARIN FOR SECONDARY SCHOOL, PART 1--TEACHER'S HANDBOOK.

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THIS TEACHER'S HANDBOOK IS FOR LANGUAGE LABORATORY INSTRUCTION IN MANDARIN CHINESE IN SECONDARY SCHOOLS. THE MATERIALS ARE PLANNED ACCORDING TO THE CHINESE CURRICULUM ADOPTED BY THE ADVISORY COMMITTEE ON CHINESE LANGUAGE INSTRUCTION IN CALIFORNIA PUBLIC SCHOOLS, AND CONSTITUTE THE FIRST LEVEL OF A 4-YEAR SEQUENCE TO BE USED BY NINTH-GRADE STUDENTS. FIFTEEN UNITS ARE PLANNED FOR TWO SEMESTERS' INSTRUCTION. EACH UNIT CONSISTS OF (1) A BRIEF ENGLISH EXPLANATION OF THE SITUATION, (2) A CUE SHEET, (3) A DIALOG, (4) A SUMMARY OF THE CONTENTS OF THE UNIT, (5) THE SOUNDS, (6) VOCABULARY, (7) STRUCTURAL PATTERNS, (8) NOTES, (9) DRILLS OF FLUENCY, REPETITION, SUBSTITUTION, REPLACEMENT, RESPONSE, AND DIRECTED CONVERSATION, (10) DIALOG EXPANSION, (11) NARRATION, (12) RHYMES, AND (13) PROGRESS EVALUATION. (FOR THE STUDENT'S HANDBOOK SEE ED 010 455.) (GC)

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TEACHER'S HANDBOOK

**CHINESE - MANDARIN TEACHING
MATERIAL DEVELOPMENT PROJECT
SAN FRANCISCO STATE COLLEGE**

I. INTRODUCTION

Recent world events have brought into sharp focus the need for America to balance the emphases in her education between Western and Afro-Asian cultures. Among the Afro-Asian cultures, the culture of China has particularly drawn the attention of the educators. American leaders recognize the practical necessity and intellectual value of studying the experience of one-fourth of mankind who have tried to live together wisely and peaceably for three thousand years. It is further recognized that the Chinese language is a door to the minds of all eastern Asian peoples because the writing system used for Chinese has been the basis for the written languages of 90 million Japanese and 30 million Koreans, and has exerted decisive influence on many of the languages of Southeast Asia. Consequently, Chinese is listed among the six critical languages to be given top priority in the foreign language development program under the National Defense Education Act of 1958*

Yet, with all its significance recognized, the teaching of Chinese in the United States has been greatly hindered by the lack of suitable instructional material. The paucity of secondary-level material in Chinese is particularly acute. In order to meet a widely felt need, the U. S. Office of Education under the National Defense Education Act, Title VI, awarded a contract to San Francisco State College to

* See Position Statement of the Advisory Committee on Chinese Language Instruction in California Public Schools, California Schools, XXXIII, No. 9 (September, 1962), 341.

develop the first level of instructional materials in Mandarin suitable for secondary school students. The staff of this project began work in September 1961 and have completed a preliminary draft ready for pilot-testing and revision during the 1962-63 academic year.

II. BASIC GUIDELINES IN THE DEVELOPMENT OF THESE MATERIALS

Every instructional material is a tool to the instructor. It is necessary for the instructor to know how and for what purpose the tool has been developed and shaped before he can proceed to use it effectively. The following paragraphs will outline very briefly the precise principles of organization and the purposes of this set of materials. As it will become clear presently, the principles observed here are in reality points of common sense shared by all experienced teachers of foreign languages when they try to think through the problem of language teaching and learning. Wherever they may disagree, it is usually because they react to a certain aspect of the task in isolation and out of the force of their habit of learning the written language of their mother tongue, which is drastically different from what goes into the learning of a second language.

The first point of departure for our work in organizing these materials is an assumption, well supported by nearly every foreign language teacher, that a second language can be truly mastered if the process of learning is organized in an effective way. By mastery we mean that the student can command the language, both orally and in writing, as well as does a native speaker with a comparable life experience. With such mastery the student does not confuse or compound his native language concepts with those of the second language but rather his language behavior in the second language conforms to the concepts in that language, naturally and automatically. This, we are positive, can be achieved.

In order to help achieve the above-mentioned goal, we have given due recognition to the various theories and experiments in the psychology of learning. Without attempting here to review any of these widely discussed theories, we believe that all language teachers agree on the need to cultivate first a certain amount of basic, subconscious, muscular reflexes upon which conscious, highly reflective work in any language can be built. We agree on this principle in spite of the possibly wide discrepancies in our opinions regarding the difference between man with his faculty and intelligence and animals of the forest. We agree on this principle because we know that no language can communicate fully, or even adequately for very practical purposes, if its meaning through its sounds or written symbols does not leap immediately to the senses and the mind of the listener-reader. Consequently we have structured drills to establish the most basic sound and syntax patterns in the student's second language habit. The patterns, derived from the natural speech of the native speakers but not prescribed by any one authority -- a grammarian or logician -- are the basic grammar of the language. The student is to absorb the grammar understood in these terms. His mere knowledge of the patterns as rules and his mere ability to recite the rules serves very little purpose.

We can never over-emphasize the difference between learning one's mother tongue and a second language. Much of the difficulty in foreign language teaching stems from this confusion. To begin with, both the teacher and the student at the secondary level have already acquired a deeply entrenched habit of learning their

native language which to them, is but the written language. If they have never truly mastered a second language, or even if they have learned one but had never paused to analyse their experience to identify what part of it had been really effective in helping them to acquire the mastery, they are only too prone to regard language learning as to begin with memorization of vocabulary lists and grammatical rules. But these things only helped them in learning how to write correctly or to analyse what they already know how to speak. They usually overlook the fact that their facility in the language came from a successful absorption of the basic paradigms in their language habit and concept and that vocabulary lists and grammar books only supplemented at certain times their effort of continuous practice in that language.

These are the few fundamental principles behind the organization of our materials. According to these principles we shall suggest to the user of the materials: (1) Stressing the sound and syntax patterns and postponing the introduction of the written symbols are to enable the student to concentrate on one job at a time and the most basic one first lest he fails to make appreciable progress and lose his incentive. (2) Basic grammar consists of pattern analyses which must be used sparingly only to enable the student to perceive and psychologically accept a certain pattern of speech thereby to absorb it more readily. We know that there are students who insist on finding some logic in the basic structure of a language which has no comparable logic with that of their mother tongue. (3) No direct

word-by-word translation is to be used at any time because most of the basic and idiomatic expressions cannot be translated out of the context and any effort to explain a word out of context will, at the beginning stage of learning, only confuse the student and waste the already too limited amount of class time. The student is likely, again out of his habit of learning his native language, to demand such digressive explanations which the teacher must try to resist without disappointing the inquirer. (4) In using the drills the ultimate goal is always the student's absorption of the patterns as living and useful paradigms which they can apply, through analogy to comparable situations by using extended admissible vocabulary items. In other words the end of the drills is free conversation within the vocabulary limit by using the learned patterns freely and correctly.

These suggestions and others converging on them will be repeatedly offered to the teacher. The repetition is intended because often under the pressure of a schedule a teacher does quite the contrary to what he believes to be correct and a constant reminder may contribute to his doing what he really wishes to do in his class. These points constitute the basis for the guidelines adopted by the Chinese Mandarin Teaching Materials Development Project staff at San Francisco State College:*

1. The principle recognizing that language is primarily a series of sounds habitually arranged according to certain

* This is a condensation of several relatively detailed working papers which the Mandarin Project staff prepared for their own use in developing the materials.

conventions to convey meaning underlies the audiolingual approach to language learning. The methods encompassed by this approach have been demonstrated to be effective in foreign language instruction, Chinese being no exception.

2. By audiolingual instruction it is not meant that the student is to learn the speaking skill only but that he is to acquire a fundamental command of the foreign language without which his progress in learning the language will be difficult and slow. If the student learns to comprehend auditorily, speak, read, and write, in this order, he can learn all four skills better and faster.

3. In order to help the student to acquire a foreign linguistic habit, his learning process must involve constant practice and review of any unit of material introduced to him. The material presented in the first unit must reappear constantly in subsequent units until vocabulary and grammatical structure have been absorbed by the student and become his second nature.

4. Proficient reading; not painful decoding, of a printed page in a foreign language is a different skill - though ultimately closely related to them - from auditory comprehension and speech. The effort to acquire the reading ability can best begin after the student has already audiolingually mastered the most basic sentence patterns. Otherwise the student would have to learn too many things at once at the very beginning with the result that he learns nothing well.

III. ORGANIZATION OF THE MATERIALS

The materials are planned according to the Chinese curriculum adopted by the Advisory Committee on Chinese Language Instruction in California Public Schools.* They constitute the first level of a four-year sequence, or, principally, are for the students beginning their study of Chinese in the ninth grade.

There are fifteen units planned for two semesters' instruction, based on sixteen weeks per semester with five periods of instruction per week, each period lasting fifty minutes including language laboratory activities.** While the quantity of materials has been measured carefully and the entire course can be finished by most classes, it is strongly urged that each teacher should gauge the speed of learning of his class and not to be bound mechanically by the pattern of two weeks per unit. The important thing is for the students to learn well.

Each unit consists of the following parts: 1. a brief English explanation of the situation, 2. a cue sheet -- drawings to aid dialogue practice, 3. dialogue, 4. summary of the contents of the unit, 5. the sound, 6. vocabulary, 7. structural patterns, 8. notes, 9. drills, (fluency drills, repetition drill, substitution drill, replacement drill, response drill, directed conversation), 10. dialogue expansion, 11. narration, 12. rhymes, 13. progress evaluation.

* California Schools, XXXIII (September 1962), 347-352

** If the class is scheduled differently, it will be necessary to make certain adjustments in the rate of progression.

Since any printed symbol tends to interfere with the student's concentration on imitating the sounds correctly and memorizing the dialogue aurally, the first four parts are to be issued to the student only after he has completely memorized the dialogue. Meanwhile, the teacher can issue the blank cue sheet (with drawings only) to the students at the very beginning when he explains the situation. Parts 5-13 are for the teacher. The structures and functions of these parts are as follows:

A. Explanation of situation

Complete understanding of the situation is essential.

In this brief description, the meaning of important vocabulary items is already apparent. The teacher needs to explain only about this much before proceeding to present the dialogue.

B. The Cue sheet

The drawings suggest the situation and help the student recall the dialogue. The student may use them for review at home; the teacher may reproduce them on blackboard for exercise in class.

C. Dialogue

This is the core of each unit and has to be memorized. In structuring the dialogues, we have adhered to the following principles:

1. The situations must be selected from the student's real life experience, starting from the most immediate gradually moving toward the less immediate, i.e.,

- school, family, community, nation, world.
2. The topics must suit the interest of the American high school student and his Chinese counterpart.
 3. The contents must have practical application and flexibility.
 4. The sentences chosen must follow a progression in introducing sentence patterns from the most common and simple structures to the more complex. The length of each sentence should not exceed if possible fourteen syllables at this level of learning.
 5. Naturalness and liveliness are essential but sometimes this criterion conflicts with the desirability of repeating sentence patterns and vocabulary items. Whenever these two desiderata come into conflict the second prevails. Unnatural speech, however, is never allowed to enter the dialogues.
 6. In selecting vocabulary items, distribution and repetition of sounds are also considered. Thus, the student learns the sound system completely and well within the first several units.
 7. Chinese cultural elements are introduced wherever there is an opportunity in the dialogues.

It remains to be noted that we have adopted the most commonly used Mandarin and avoided speech features which are peculiar to Peking but not necessarily so beyond the limits of that city. The English translation of the dialogue is a free rendition and

is provided as a cross-checking device to insure complete understanding when the student reviews at home after the unit has been learned. The teacher should refrain from explaining the meaning of individual words out of conversational context. Most students are too ready to piece together individual foreign words according to English sentence patterns; giving them dictionary meanings of the individual words will only encourage them to do so and cause confusion. Furthermore, too many basic expressions in one language cannot be adequately explained in another language without elaborate discourses. For example, the literal meaning of "Goodbye" presents a grave problem to a teacher whose source language contains no such concept as the western God.

It has been observed that the student is often curious about the different meaning of a word when it appears in a different context. When this occurs, it would be helpful for the teacher to point out this phenomenon and contrast the two uses of the same word. But he should not go beyond the meanings already introduced and he should not permit the language class to degenerate into a lexical study of isolated terms. Often the student misidentifies near homonymes or true homonyms as one word. For instance, the words dzài (be at, on, in, etc.) and dzài (again) are easily mistaken by a beginning student as one word. The teacher should contrast and clarify them by giving a few examples: Wǒ dzài jyā li (I am at home); Chíng nǐ dzài shwō (Please say it again). A short drill in these contrasting pairs will suffice, and will serve the purpose much better than ten minutes of explanation in English.

D. Summary

The summary brings together in a nutshell all the points to be learned in the unit. It serves as a reminder to the teacher of the objectives of the unit and in reviewing it he will know what points need reinforcing and further drill. It also serves as a check list for the student to review before going on to the next unit.

E. The sounds

A brief analysis of Chinese Mandarin sounds will be found in the next section of this general introduction. In each unit the sounds introduced are listed to call the teacher's attention to them so that he will drill the students with them. Special sound and tonal variations are noted in this part which will aid the teacher in his effort to correct the students. No separate sound drills have been structured because we believe that each utterance in the unit is a sound drill, and that adequate sound drills are already in the natural utterances incorporated in the dialogue and structure drills.

F. Vocabulary

With a general analysis of word functions in Mandarin already included in the handbook (see next section), this part of each unit will only include the common meanings of the vocabulary items as they appear in the context of the dialogue. Special idiomatic usage is noted. The few selected supplementary vocabulary items used in the drills are also incorporated in these vocabulary notes.

G. Structural patterns

Only what is most practical and useful in helping the teacher to explain the patterns to the student has been included in this part. The teacher normally does not explain grammar at all. When necessary, however, he makes use of simple diagrams on blackboard to show the student how words are fitted together. He erases the diagrams immediately to go on with his drill to fix the patterns not in the student's mind, but in his ears. The simple grammatical explanation provided in this part will suffice to aid the teacher (and the student if necessary) to understand the dialogue and its adaptation. Any really systematic explication of Chinese grammar belongs to a different stage of study.

H. Notes

A certain amount of cultural information and appropriate teaching activities are suggested in the notes to each unit. The teacher may use these notes and other supplementary cultural material in his explanation of the basic situation when he introduces the dialogue. It is clear that the teacher will need to use English for this purpose; hence, he must caution himself not to give a long lecture on the Chinese abacus or chopsticks. If need be, he may take a minute or two at the end of each class to talk about these things, making it an activity separate from the principal task of language learning. Don't let the students keep asking questions during the drill sessions; that will take

up all the precious time there is for language learning.

Explain enough about cultural matters but don't attempt to give the students the entire range of Chinese history and the names of all the emperors since 1200 B.C. Cultural subtlety and complexity that are part of the language are intriguing; they will tempt you and your good students but you must resist them, lest not only the class will fail to progress, but you may confuse your students with the complexity and thereby discourage them.

The suggestions on classroom activity and teaching aids are offered because they are considered particularly suitable and useful to the class when studying a particular unit. The teacher will be well advised if he takes notice of them and adapts them to suit his purposes.

I. Drills

Drill is the most essential activity in language learning at the beginning stage. In order to put to best use the drills provided in these materials, it is necessary for us to explain fully their organization and rationale.

The overriding principle that has guided us in preparing these materials is that a foreign language teacher must assist the student to acquire a proper habit of using the target language correctly and flexibly as a native does. This habit cannot be acquired except by a series of carefully structured exercise to be used and absorbed step by step. All drills, however varied they may be, are designed to serve this one and only purpose.

Each drill unit therefore, must have its own clear objective and at the same time be organically integrated into the entire net of drills. A concomitant of these requirements for a good drill is that it must be student-centered; it must involve the students and hold their interest. Only in this way the teacher can harvest another fruit of the drill: discovery of the individual student's weaknesses in order to remedy them with more individual drills.

Monotony and boredom are deadly enemies of drills, and yet they are lurking at the corner of every classroom where a drill is used. The teacher can face these enemies successfully if he exercises his initiative and controls the drills properly. He observes the student's reaction closely and varies the drills making use of training aids and other means available in class. A recorded short folk song in the target language can do wonders to revive interest and reduce fatigue; and it works either with or without the teacher teaching the students to sing after the recording. The keys to the conquest of boredom are (1) fast tempo and (2) great variety.

With these provisos we shall proceed to discuss the arrangement of the drills.

1. Fluency drill

As the name indicates fluency drill is designed to enable the students to master the sound and intonation patterns and acquire a fluency approximating the native

speaker's in handling this unit. The drill uses sentences build-up exercises which provide sufficient repetition of each element in a sentence pattern. The process of learning in this drill is clearly mechanical in that the students repeat without any chance to create. They are not yet capable of creating at this stage. Fluency drill lays the foundation without which future progress is impossible. The satisfaction and reward to the students come when they can actually say the sentences with ease. The feeling of achievement cancels out the monotony of the drill.

2. Repetition drill

Fluency drill enables the student to learn the dialogue by heart. Repetition drill begins to show the student the paradigms in the dialogue by concentrating on one structural element at a time. The student repeats after the teacher each pattern sentence arranged with the basic variations already learned.

3. Substitution drill

The mechanical repetition of the fluency and repetition drills is reduced in the substitution drill. Students are given the opportunity to make use of the things they have learned and fit new vocabulary into sentence patterns they already know. Since Chinese verbs and nouns are not inflected, one major drill area necessary in the study of many other languages is unnecessary in Chinese. Still, the substitution drill remains a valuable drill pattern.

4. Replacement drill

The principle of the drill is the same as that of the substitution drill except that the latter is restricted in the items to be substituted. It is easier for the students to follow the substitution drill. After they have been through the substitution drill, they should be ready to replace more items in similar sentences with greater creativity. It is clear that the students will not be able to do the replacement drill satisfactorily without having well mastered the substitution drill.

5. Response drill

After mastering the earlier drills, all relatively mechanical in application, the students will be eager to try more creative types of exercise. A response drill offers them just such opportunity to be creative. In answering questions the students are expected to use with flexibility all they have learned so far. The teacher's direction and guidance are used to prevent the students from blindly guessing or drawing erroneous analogies. By giving the students cues at appropriate moments the teacher can insure near automatic responses. Natural speed is important. The student is not to be allowed to spend time piecing the words together every time he forms an answer. If he hesitates too long, the teacher must turn to the next student with a similar but not the same question, and then come back to the first student to try again. In a response drill, the teacher may cue

the student in advance (or may shake his head yes or no as he asks the question) thus indicating what response he wishes.

6. Directed conversation

Theoretically the students by now ought to be able to carry on free conversation within the limits of the units they have learned. The problem arises precisely on the question of limitation. The students when given a free reign, either would not know what to say, or would be tempted to try something beyond his limit. The teacher's role is to keep the students within the limit of their learning to avoid frustration and to reinforce what has been learned. Since in earlier drills the student's activities have been more responding to than asking questions, this drill complements the earlier one by requiring the students to ask questions. The focus of activity, then, is extended from teacher-student to teacher-student-student, which is all the more desirable. If successfully manipulated, this drill can serve as a stimulus for the students to carry on this type of exercise among themselves after class.

J. Dialogue expansion

In this part there are examples of how the basic dialogue can be used with variations. After the student has become so familiar with the basic dialogue that he can act out any part of it any time he should be aided to use the parts of the dialogue in parallel but different situations. The

teacher may act out these slightly rearranged questions and answers first alone or with the aid of a student and then instruct two students to repeat the practice.

K. Narration

After Unit I there is a section of narration in each unit. This is arranged for two purposes: to train the students to comprehend the material other than in the basic dialogue form, and to show the students how the dialogue can be adapted to narratives. One possible drawback of the dialogue approach--the students learn only stereotyped sentences without knowing what to do with them if the situation is changed--thus may be averted. The teacher is to recite the narration as a story, once or twice first. Then he is to check to see if the students have understood it. Any English used to tell the meaning of the narration must be a free, never literal, translation of the passage.

The students are to be encouraged to memorize the narration. If this proves difficult at the beginning, the gist of the passage in English (again never literal translation) may be used as a cue to aid the students in their effort to retell it.

L. Rhymes

The rhymes are designed for easy memorization. They must be memorized and recited. The moment the students have heard them, they will find these lines easy to remember.

The various parts of each unit are structured according

to a progression from the simple to the complex with sufficient graduation in between, particularly among the drills. The progression is automatic, but effective learning can only come about if the teacher retains his dynamic role to guide and cue the students at appropriate moments. This role is irreplaceable. As we shall state again in Section VII, General Procedures, of this Handbook, the teacher must never be mechanically bound by these materials. He must sensitively react to the class in varying his use of the drills and the other parts of the material in order to insure optimal learning.

M. Progress evaluation

The test is designed to help the teacher evaluate how much and how well the class has learned from a unit of material. Each part of the test is prefaced by an explanatory note which will aid the teacher in explaining the test to his students before administering it. In the first several units, pronunciation, listening comprehension, and speaking are tested, and the materials are provided on tapes. It is meant that the student's performances are to be recorded for the teacher to analyze after the test, but other suitable devices could be used dependent upon the physical facilities available to the teacher.

In later units writing evaluation is also included. The teacher could reproduce this part for use in testing his class. Where romanization is used in testing the student's reading

fluency, the teacher must make certain that his class has had adequate opportunity to become proficient in identifying the sounds thus transcribed.

IV. THE CHINESE CHARACTERS *

The Chinese characters are presented in a parallel but separate set of material. About the organization and presentation of this material, a few things need to be said.

It is our observation that the learning of the characters can be a task quite separate from the learning of the spoken language; in fact, it could even be separate from the learning of Chinese. A student could, if he so chose, memorize the characters, their sounds and dictionary meaning, without the benefit of syntax and, of course, also without the ability to use the characters proficiently in reading or writing. He would be learning the characters only as objects of art, and clearly our material is not oriented for this purpose.

It is also our belief and experience that after the student has become relatively secure in his command of the basic syntax patterns, his effort to memorize the characters will not hamper his overall progress. On the contrary, by this time knowledge of the characters will enhance his interest in Chinese and aid him in expanding his spoken vocabulary. The student usually finds it very tempting to learn the characters, and many students will claim that their visual memory is better than their auditory memory. It is up to the teacher to take advantage of the student's healthy curiosity about the characters and put it to good use at the appropriate time. For this purpose we suggest the following points to the teacher:

* Condensed from the Work Paper No. 6 of the Chinese-Mandarin Teaching Material Development Project, San Francisco State College.

A. The time to begin introducing the characters

1. It should be after the student has acquired a firm command of the basic sound patterns.
2. It should be after the student has mastered a few basic dialogues.
3. The opportune moment, in our estimation, would be arrived at about the end of the fourth or fifth unit.

B. The approach

1. Start with the few characters selected from the spoken vocabulary already learned.
2. The first selections are based on their characteristics that lend themselves to easy memorization and convenient practice. Hence, the pictographic characters and those most frequently appearing in the dialogues are the first used. In the process of selection, the Project staff also compiled a concordance table, bringing together and cross-checking the vocabulary items used in six elementary Mandarin texts most popularly used in this country.
(Project Work Paper No. 4.) The first selections are among those appearing in all six texts.
3. Further selection of the characters has taken into consideration the semantic, etymological, and phonetic associations between the already learned characters and new characters. Thus, the chain of association is put to effective use in helping the student to memorize the characters.

4. In order to increase the student's opportunity to practice using the characters, he should be encouraged to intermingle romanization with the characters in all his writing exercises until he has learned enough characters to write out all his wishes to say.

C. Methods

1. Mnemonic devices, including etymological and other analyses of the characters, should be freely used to the extent they help the student to remember the characters correctly. Some teachers confuse a truly etymological study with mnemonic devices, but this confusion is not necessary.
2. Students should be encouraged to prepare their own flashcards, with either a picture or an English equivalent on the back. Other visual aids, such as a simple hand tachistoscope or an overhead projector, could be used to train the student to write characters. Introducing the student to the use of Chinese writing brush and ink will enhance interest, and some mention and illustration of the relationship between Chinese calligraphy and painting is very much in order and useful.
3. During the first several weeks of study of the characters, it seems appropriate to introduce only two or three characters per day, using no more than five to ten minutes out of each fifty-minute period. When properly controlled, such exercises could create variety in classroom instruction and reduce the monotony of pattern drill.

4. A few useful reference works on the analysis of Chinese characters are listed in the bibliography at the end of the text.

V. SOME BASIC FACTS ABOUT THE CHINESE LANGUAGE

Like all languages that have their written forms, spoken Chinese predated written Chinese by an unknown number of centuries. There is evidence that spoken Chinese has changed in its sound and syntax patterns more extensively than the changes in the written language throughout the centuries. This is largely because the classical works, some dating back to pre-Christian times, have been kept alive and used as models for the written language through the nineteenth century, and only quite recently was written Chinese brought closer to the vernacular. Since modern spoken Chinese is our most immediate concern, we shall describe the speech first and then turn to examine the written language briefly.

A. The Chinese Sound System and Transcription

Excellent studies are available on the sound system of Mandarin which is relatively simple.¹ There are three basic elements in a Chinese syllable: (1) an initial, or the beginning sound of a syllable, (2) a final, or the ending of a syllable, and (3) a tone, or the pitch and its movement. This is the traditional Chinese analysis accepted by Western linguists as valid.

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1. For instance, see John de Francis, Beginning Chinese (New Haven: Yale University Press, 1946), pp. 1-14; Yuen Ren Chao, Mandarin Primer (Cambridge: Harvard University Press, 1961), Part One, Chapter II and Part two; Charles F. Hockett, Progressive Exercises in Chinese Pronunciation (New Haven: Institute of Far Eastern Languages, Yale University, 1951)

1. Initials

Either a single consonant or a cluster of consonants (some writers prefer to describe these as combinations of consonants and semi-vowels) may serve as an initial.

Sometimes a Chinese syllable appears without it. The following is a tabulated summary of all initials in Mandarin:²

Place	<u>Manner</u>					
	Unaspirated stops	Aspirated stops	Nasals	Fricatives	Voiced Continuants	semi-vowels
Labials	b	p	m	f		w
Dental stops, nasal, and lateral	d	t	n		l	
Dental sibilents	dz	ts		s		
Retroflexes	j*	ch*		sh*	r	
Palatals	j**	ch**		s***		y
Gutturals	g	k		h		

* before a, c, r, u, w
 ** before i, y
 *** before y

These sounds approximately resemble the following

American sounds:

b like the p in spy (without a puff of air following it)

ch (retroflex, aspirated) pronounced with the tongue curled back and with a puff of air

2. Adapted from Chao, Mandarin Primer, 19.

ch (palatal aspirated)	like the <u>ch</u> in <u>check</u>
d	like the <u>t</u> in <u>stung</u> , without a puff of air
dz	like the <u>dz</u> in <u>adze</u>
f	like the <u>f</u> in <u>fan</u>
g	like the <u>c</u> in <u>scoop</u> (with a puff of air)
h	pronounced at the same position in the mouth as <u>g</u> or <u>k</u> but with greater friction
j (retroflex un aspirated)	like the ch retroflex aspirated above but without a puff of air
j (palatal un aspirated)	as in <u>jeer</u>
k	as in <u>coop</u>
l	as in <u>learn</u>
m	as in <u>man</u>
n	as in <u>no</u>
p	as in <u>pot</u> but with a stronger puff of air
r (retroflex)	as in <u>ran</u> with retracted lips
s	(1) as in <u>sigh</u> (2) pronounced with the tongue against the back of the lower teeth when it is followed by <u>y</u> and its combinations
sh (retroflex)	pronounced with the tongue curled back
t	as in <u>toe</u>
ts	like the <u>ts</u> in <u>its</u>
w	as in <u>wet</u>
y	as in <u>year</u>

2. Finals

A final may be a vowel, a consonant or a vowel-vowel,

or vowel-consonant combination. Some Chinese syllables include only vowels.

a	as in <u>father</u>
ai	as in <u>aisle</u>
an	(1) like the <u>a</u> and <u>n</u> in <u>barn</u> (2) after <u>y</u> <u>an</u> is pronounced <u>en</u> in <u>yen</u>
ang	like the <u>a</u> above and the <u>ng</u> in <u>song</u>
au	as in <u>how</u>
ar	as in <u>car</u>
e	(1) like the <u>o</u> in <u>none</u> (2) after <u>y</u> , <u>yw</u> pronounced as in <u>yet</u>
o	like the <u>o</u> in <u>corn</u>
ei	as in <u>eight</u>
en	like the <u>un</u> in <u>under</u>
eng	as in <u>sung</u>
er	as in <u>her</u>
i	as in <u>machine</u>
in	as in <u>fin</u>
ing	as in <u>sing</u>
ou	as in <u>row</u>
u	as in <u>super</u>
ung	like the <u>oo</u> plus the <u>ng</u> in <u>woong</u>
yu	like the <u>i</u> above pronounced with lips rounded (like French <u>u</u>)
yun	the above <u>yu</u> plus <u>n</u>

In addition, several features of the Mandarin sounds, as transcribed according to the adopted system, should be recognized:

- a. The ou in Mandarin sound transcribed as you is rather like the u in the above list of finals. Consequently the sound resembles the English word "you," especially in the first and second tone.
- b. When wei appears after any initial, the ei resembles that in the English word reigned.
- c. The au sound in yau as a complete syllable or as a component of a syllable represents a sound close to the ow in now.
- d. The retroflex final er appears as an integral and essential part in a number of regular syllables. When it appears as a suffix, then it is represented by r which forms a part of the preceding syllable. Since these units are based on the most commonly used standard Gwoyu (national speech), the typical Peking use of retroflex suffix r is not followed in every case.
- e. Chr, jr, shr are retroflex sounds not occurring in English. These syllables are all produced in the same place as the American English r. One essential difference is that the American English r is produced with some lip-rounding; this is absent in Chinese. The r in the romanization represents the vowel heard in these syllables; it is produced at exactly the same place in the mouth as the initials. By the same token in sz and tsz, z represents the vowel which is pronounced at the same place as the initials s and ts. (Dz strictly speaking should be dzz but the second z is omitted for aesthetic reasons.)

3. Tones

Although in English the pitch movement is not an integral element of a single morpheme, pitch differences may still affect the meaning of an utterance. The simple English word yes could be so pronounced as to suggest a straightforward assent, or a question, or some skepticism, depending on whether it is pronounced with a tone of finality, or a rising tone, or in a long-drawn-out Ye-es dipping somewhat in the middle of the pitch-movement.

The Chinese tone, in this sense, is even more important. Ma pronounced with a level pitch means mother in Chinese; with a rising pitch movement means "hemp"; with a dipping pitch-movement means "horse"; and with a falling pitch-movement means "scold." While in natural speech only the stressed syllables in a sentence are pronounced with clearly identifiable tones, each syllable has, in theory, its own fixed tone. The four tones in Mandarin and the common patterns of variations concerning the third tone are, briefly, as follows:

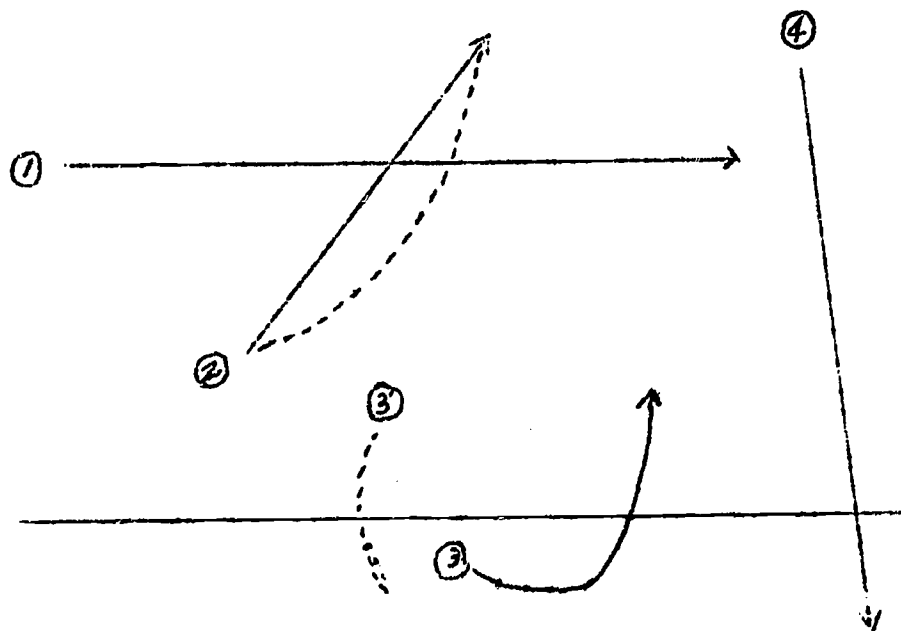
- a. The first tone: high and level (ˉ), tā
- b. The second tone: high and rising (ˊ), shéi
- c. The third tone: (ˇ) varying according to the following patterns:
 - i. At the end of a phrase or when pronounced in isolation -- low and rising, as dzǎu
 - ii. Identical with a second tone when it appears before another third tone syllable; thus

Nǐ dzǎu becomes Ní dzǎu

iii. Relatively low without the rising ending when it appears before a first, second, or fourth tone (See 3' in diagram below), as in hěn máng, lǎushē.

d. The fourth tone: falling from high to low (ˋ) shǐ

The positional descriptions of the tones, i.e., high, low, rising, falling are relative to the voice range of the speaker. On a diagram, the four tones appear as follows:



As an example of the tonal variations when the syllables occur in certain combinations, there is the negative prefix bu in Unit I. Bu is normally pronounced with a falling tone except when it is followed by another

falling tone, in which case, it changes to a rising tone, e.g., bù máng, bú shǐ.

When a syllable is not stressed in a sentence, its tone is less distinct and is commonly referred to as neutral tone or toneless; such a syllable is not marked in the transcription throughout this text. In natural speech, only the tones of a few stressed syllables in any given sentence are clearly identifiable; the rest tend to become more or less neutral.

4. Transcription

The system adopted in this text to transcribe Mandarin sounds is known as the Yale system because it was first developed by specialists associated with Yale University. The system has the advantage of being the most functional one among the several systems commonly used by westerners. Furthermore it is also very close to the Latinized alphabet being promoted in Mainland China. Since such tools as dictionaries and handbooks using the Yale system of transcription are becoming increasingly available and since a proficient user of the Yale system does not find it difficult to learn the Latin alphabet of Mainland China should it become necessary for him to do so we have decided to adopt the Yale system.

Following the practice in English all proper nouns and terms of special significance are spelled with their first letters capitalized, e.g., Jūngwo, Měigwo, Wáng Lǎushǐ.

A polysyllabic word is written together as one word, e.g., lǎushī despite the fact that such a word is composed of two characters in written Chinese. Particles (prefixes, suffixes, etc.) are transcribed together with the words to which they are attached. The words, bù and méi, although adverbs, are also transcribed together with the words they qualify in order to facilitate the reading of the text. Certain words, e.g., numbers in monetary and time units are hyphenated.

B . Chinese Characters

The study of Chinese characters--the written symbols in the Chinese script--is a fascinating subject worthy of a person's life-long pursuit. The appeal of the characters is intensified by the development of Chinese calligraphy which is an established Chinese artistic discipline. Here we shall merely deal with the development of the characters and their structure in the most sketchy manner.*

It is generally accepted that the Chinese writing system began possibly 3000 years ago with pictographic symbols each portraying a concrete object. It was a primitive picture language. Relatively less concrete objects such as

* For further discussion on Chinese script and calligraphy, see: William Willetts, Chinese Art (Penguin, 1958); Chiang Yee, Chinese Calligraphy: An Introduction to Its Aesthetic and Technique (London 1938); Bernard Kalgren, Easy Lessons in Chinese Writing (Stockholm, 1959)

heaven, wind, and thunder were represented by somewhat abstract designs. As the need to record more complex and abstract ideas arose, the basic symbols were combined to form new characters. The basic characters, having been permanently identified with certain sounds, were further borrowed to stand for other ideas, thus creating homonyms and transfers and multiplications of meanings among the characters. Many characters in modern times have lost their original meanings.

A large number of the characters in use today consist of two parts, one indicating the sound and the other supplying the idea. The latter--the signific component of a character--is commonly known as a radical. There are about 214 radicals according to which the entries of a traditional dictionary are classified. The most commonly seen radicals, however, are very limited in number. Lacking a convenient alphabetical system, the traditional lexicographer had to rely upon the radicals as a criterion for the classification of the characters.

C. The Structural Characteristics of Mandarin

The present description of the structure of Mandarin is not intended to be a complete grammar of the language but we hope it will be useful to the teacher if he finds it absolutely necessary to explain certain grammatical features of this language to his students.*

* For detailed discussions on Mandarin grammar see: Y. R. Chao, Mandarin Primer and A Grammar of Spoken Chinese.

1. Words and word functions

There is a common misconception that Chinese is a monosyllabic language. It is true that almost every syllable constitutes a morpheme. However, natural Chinese speech involves more polysyllabic words than monosyllabic ones. In the following discussion on Chinese words we shall use words to refer to syntactical words which may be either monosyllabic basic constituents of the Chinese speech or a polysyllabic combination of two or more morphemes. For example, jwō is a morpheme, while jwōdz is a syntactical word.

In Chinese the position each word occupies in a sentence determines its meaning or function in that sentence. Any forced application of the traditional English parts of speech to Mandarin words can only lead to confusion. Consequently our analysis is based principally on the actual function of each word in a given sentence. The use of such traditional grammatical terms as noun, verb, adverb, is purely a matter of expediency.

a. Noun

A word is a noun if it can appear behind a specifier (jèi - this, nèi - that, něi - which, etc.) or a number plus a specifier. Sometimes a noun may, with or without an adjectival suffix, function as qualifier of another noun, e.g., Jūngwo shū. A noun in a sentence shows no dis-

inction of number, case, or gender.

b. Measure

A measure is a counter or a classifier which appears between a number, or a specifier, and a noun and functions somewhat like the word "bar" in the phrase "a bar of soap." There are a good number of such measures in Chinese each going with a definite noun. These have to be learned individually.

c. Verb

Several groups of words behave like verbs in Chinese. They differ from English verbs in that they have no tense. Hence the Wǒ kàn diànshì in Unit II may mean any of the following things depending upon the context: I (customarily) watch television; I am watching television; I watched television; I am going to watch television. A word is identified as a verb if it in normal use can take the negative adverb bù (or méi in the case of yǒu) and the suffix le. There are also the different functions of transitive and intransitive verbs, depending most frequently upon the objects of the verbs rather than upon the verbs themselves.

i. Action verb

Such common action words as walk, eat,

read, etc., belong to this group. Action verbs are verbs that cannot be modified by adverbs of degree like hěn, gèng, etc.

ii. Compounded verb

There are several types of compounded verbs in Chinese. Each compound can be explained either as a verb plus co-verb construction, or a verb-complement construction (cf. Unit XI, XII). One rather unique type of compounded verb in Chinese is the resultative compound e.g., dzwòwán, where dzwò refers to the action of doing while wán indicates the result of the action-- finishing the job. Hence the term resultative.

iii. Auxiliary verb

A number of Chinese verbs function in much the same way as their English equivalents, e.g., néng (be able to) yīngāi or děi (must). Others whose equivalents in English are regular verbs may also appear as auxiliary verbs in Chinese, e.g., ài (be fond of) ywànyì (be willing to). All auxiliary verbs, actually can be regarded as verbs with the other verbs following them as their objects. Thus Tā néng shwōhwà (He can talk) and Tā ài shwōhwà (He likes to talk) are really

very parallel constructions, with the auxiliary verbs néng and ài functioning as regular verbs and shwōhwà their direct object in both cases. An auxiliary verb does not take the suffix -le and in a choice-type question (cf. Unit II & IV) it is the auxiliary verb that is repeated. For example: Nǐ néng bunéng chyù? (Can you go?) - not Nǐ néng chyù búchyù?

iv. Co-verb

Often there are two or more words that function like verbs in the same Chinese sentence. Most grammarians identify the second verb depicting the main action in the sentence as the main verb while the other verbs, usually introducing a circumstantial element thus providing a setting for the main action, are described as co-verbs. Wǒ dzài jyā li kànshū means "I study at home." Here the phrase dzài jyā li provides the setting for the main action "study," hence dzài is regarded as a co-verb. Clearly the co-verbial phrase functions as an adverbial phrase, but it always precedes the main verb in word order. When compared with English, the co-verbial phrase also serves as a pre-

positional phrase.

v. Other verbs

There are a few Chinese verbs whose unique behavior has caused grammarians to christen them with a variety of names. For instance, the verb shì, commonly translated into the English word "be," functions most commonly in Chinese as a copula. Hence it has been known as an equative verb. The verb dāng (to serve as) and dzuò (to act as), also suggest but do not quite put an equation mark between the subject and the object; they are known to some grammarians as "classificatory verbs." For purposes of practical application and simplicity, however, we shall not deal with such fine distinctions among these types of verbs. In actual behavior, they are not much different from any other regular Chinese verb which can be either transitive or intransitive, depending upon its object or the lack of one.

d. Adjective

Chinese adjectives function as verbs. Because they describe either a state of affairs or the quality of the subject, they are referred to by some grammarians as stative verbs or quality verbs.

For example: "Houses are expensive" becomes "House expensive" (fángdz gwèi) in Chinese with the word "expensive" functioning as a verb. But in dà fángdz, "big houses," the word "big" (dà) functions as a modifier, just as nouns and verbs sometimes do.

e. Adverb

An adverb qualifies a verbal expression, single, or compounded. The hěn in hěn máng (very busy) is a fixed adverb because it has to precede the verb immediately. Adverbs like yàushr, swēirán, etc, are called movable adverbs because it can either appear immediately in front of the verb chyù or even before the subject wō.

f. Special word functions

There are a few, but not many, rather unique Chinese word functions. The adjective described above is one category. Others that deserve mention here include.

- i. Co-verbial phrases functioning as adverbial phrases. The co-verbs dzài (be at, in, etc.); gēn (follow, be with) and several others often introduce phrases which function as adverbial expressions qualifying the verbs. The phrase dzài jyā li in Tā dzài jyā li kànshū (He reads at home; he is at home

reading) is an example. Often there may be several such co-verbial phrases in a sentence each describing one aspect of the action designated by the main verb.

ii. Purpose expressions functioning as complements.

English infinitives often appear in Chinese as purpose expressions following main verbs. There is no infinitive prefix "to" in Chinese; hence the complement "to buy books" in "He goes to town to buy books" becomes the purpose expression mǎi shū in Tā dàu chéng li chyù mǎi shū.

iii. Position words. There is no preposition (in, on, at, etc.) as such in Chinese. In order to indicate location in Chinese, it is necessary to use the verb dzài plus a position word which identifies the space. Thus, "The book is on the table" becomes Shū dzài jwōdz (de) shàngtou. The phrase jwōdz (de) shàngtou or more commonly, jwōdz shang, literally means "top of the table" which refers to either the space on the table or the table's top. The place word shàngtou is composed of the localizer shàng (on) and the noun tóu (head, end, tip). Since a space can contain or possess things, "There are

books on the table" becomes Jwōdz shang
yōu shū (The top of the table possesses books).

In this case, "The top of the table" becomes
the subject which takes the predicate of
"have books."

g. Particles, suffixes, prefixes

These are morphemes which, though occasionally stand alone with their own meanings, most often appear attached to another word or phrase to supplement the meaning of the latter. One type of particle in Chinese merits particular attention. It appears at the end of a sentence and functions as a modal adjunct. Thus the a in Ni hǎu a makes the greeting slightly exclamatory or interrogatory, and the ne in Shémma ne? gives the question a milder tone. A common noun prefix is that which goes with a number to make it ordinal (diyī, the first; chūsān, the third day of the month, etc.). Several noun suffixes appear most frequently in colloquialism (the ba in yǐba, tail) but others are regular features of standard Mandarin (the tou in shítou, stone). There is a noun suffix which produces a diminutive effect (the -r in hwār, flower). The most important verb suffix is -le which indicates the completion of an action but often a changed situation or status

when it appears as a phrase or sentence particle.

2. Sentence

Just as English sentences may appear very irregular and even one single word can be a sentence, Chinese sentences also may show many variations. The pattern analysis in this text are based on a limited number of clearly identifiable basic sentence forms. The exact number of these basic sentence forms varies according to the opinion of each grammarian, but we believe in the principle of simplicity and actual, practical utility and try to reduce the number of forms wherever such reduction will aid the students. Since the different patterns are discussed separately as they occur in the units, we shall state here only a few general principles of Chinese sentence structure and their peculiar variations.

a. General principles

The Chinese qualifier always precedes the qualified; hence, no relative pronoun exists in Chinese. "This is the book which you gave me yesterday" literally becomes in Chinese "This is you gave me yesterday's book." The most basic Chinese sentence follows the regular English order of Subject-verb-object.

b. The pidgin flavor

One rather unique sentence pattern in Chinese shows that a nominal-subject is followed by a

nominal-predicate, e.g., Tā wǔswèi (He five years in age; he is five years old). This type of complete common sentence, plus the frequent appearance of adjectives, functioning as verbs, gives Chinese its pidgin flavor when it is thought through the English language by a westerner.

c. Compound and complex sentences

In general, the Chinese from upon involved lengthy sentences; simple sentences are preferred. If a complex English sentence is to be said in Chinese, the speaker usually breaks it up into shorter and simpler sentences. The frequent use of co-verbs, however, may tend to give Chinese an appearance of complexity which is more apparent than real. The fact is that since there is no preposition or infinitive in Chinese, and in both cases simple verbs are used; the Chinese sentence tends to give the effect of a telescoped complex English sentence with all the trimmings removed. "I forgot to tell him how to buy a ticket to see a show" becomes in Chinese something like "I forgot tell him how buy ticket see show."

d. Subject and predicate

The most common type of Chinese sentence consists of a subject plus a predicate, as in English. There are several important differences, however.

In English the subject is most often the performer of the action that is denoted by the verb in the predicate. In Chinese it is more convenient to consider the subject simply as the topic or subject matter of the sentence and the predicate as the comment or new information given about the subject. In the sentence Tā kàn diànshì, tā is the subject or topic of the sentence and kàn diànshì the predicate or comment. A good working translation might be "As for him, he watches television." From this example, one might object that this is an unnecessary complication in description since a sentence of this type is perfectly parallel to the English sentence "He watches television." True, but consider a sentence like Jèige dìfang méiyǒu rén. It is very convenient to consider jèige dìfang as the subject and méiyǒu rén as the predicate. Our working translation could then be "As for this place, there are no people." There are two important results of this treatment: (1) Place words and time words are very often used as subjects in Chinese; these will often have to be translated into prepositional or adverbial expressions in English. The above sentence in idiomatic English would be "There are no people at this place." In the sentence Míngtiān

búchyù, míngtyan is the subject; búchyù is the predicate. It would normally be translated into English as "Tomorrow (I'm) not going," where tomorrow is an adverb. (2) A Chinese sentence may have more than one subject. In Míngtyan tā búchyù, míngtyan is the subject and tā búchyù is the predicate: "As for tomorrow, he's not going."

"Tomorrow" in this case is the principle topic or subject matter and "he's not going" is the comment. Now the predicate of this sentence in turn consists of another subject and predicate, namely tā and búchyù. This pattern of sentence with two subjects has several important varieties which will be discussed as they occur in the material. For now the important thing to remember is that the connection between subject and predicate in Chinese is much looser than in English and that Chinese sentences very often have more than one subject.

3. Compounds

As has been indicated in our earlier discussions, the morphological evolution of Chinese leads to multiplication of syntactical words which consist of more than one morpheme. These syntactical words, each containing two or more morphemes, are called compounds. The bulk of Chinese vocabulary consists of these compounds.

There are many ways to classify the compounds.* For our purposes we shall stress only two general types of compounds and treat them simply as separate polysyllabic words to be learned as such. One type is a compound whose components almost never appear separately in normal speech, e.g., rènshí (to recognize). The other consists of compounds whose meanings are lexically independent of those of their components, e.g., dǎn (dot, touch), and syīn (heart) but dyǎnsyīn (refreshment). In the latter case, the components separately are common words, but the compound they form must be learned as a new lexical item.

* For a detailed discussion on compounds, see Y. R. Chao, Mandarin Primer, p. 41-44.

VI. METHOD OF STUDY

The audiolingual principle adopted in the preparation of these instructional materials implies a viewpoint the validity of which has been fairly well established in the field of modern language teaching. According to this viewpoint, language means more than a printed or written page and to know a language means more than to be able to ponder on a printed page and decipher it. Language is the most direct and complex means of communication; to use language effectively means that the user must be able to command its complexity and respond to it directly and immediately.

Any native speaker of a language does this automatically without being conscious of his doing it. He says "better" without for a moment wondering whether he should add the comparative suffix to the form "good." He grasps the other speaker's intention when a slightly different intonation is applied to a normal utterance. He does so as a matter of his second nature. The mission of learning a foreign language is to absorb it so that it becomes the learner's second nature.

A second nature is a set of habits, and a habit can be acquired only through constantly repeated practice for a certain period of time. The spoken language is a string of sounds uttered according to certain conventional sequences (sentence patterns). To be able to receive a message immediately demands that the learner listen to the same sounds in the same order many times until their meaning becomes immediately clear. Written language is, certain stylistic variations notwithstanding, but the same spoken language transcribed in written symbols. If a learner has absorbed the sentence patterns as his second nature, he only needs to learn the written symbols and he will be proficient in all four

language skills. This is true even where the written language appears to be stylistically very different from the spoken version. The link between the written and spoken version of any modern language is never to be denied.

From these basic concepts about language learning, we can derive a few useful pointers:

A. Imitate, don't think.

You will be doing your students harm if you encourage them to "reason out" a sentence in Chinese. The meaning of a vocabulary item or a sentence is historically established and nobody can logically explain them. If students ask why an expression must be said that way, the only answer to give is: "This is the way the native speakers say it." Until the student has achieved considerable ability in the four basic skills, the less he "thinks" about the language the better. Make him imitate you and other standard speech models.

B. Repetition, comprehension, but no translation

Asking the student to repeat the utterances is the only way he can learn them. The meaning of the utterances may be given by gestures, or through a description in English of a situation where the utterances are used, or with a very free rendition into English of their meaning word-by-word translation is detrimental as the student will find his English concepts and habits constantly hamper his effort to absorb the concepts and habits of a foreign tongue.

C. Memorize, don't rationalize

The basic dialogues are to be memorized, and if the situations are utilized fully in the classroom memorizing those sentences is not difficult. The rhymes included in every unit are also an aid to memorization.

The sentence patterns are very useful formulas, but merely remembering them is useless. The student has to acquire that measure of proficiency which enables him to follow the patterns automatically, using a variety of vocabulary items.

D. Exemplify, don't explicate

When a student errs, the best way to correct him is to show him a correct model sentence and let him imitate and repeat immediately. Very often the erring student knows the sentence patterns and can even explain them back to you. It is when he tries to say something in Chinese that he slips or does not know how to apply the patterns. During a drill, therefore, there should be no grammatical analysis whatsoever.

E. Judicious use of structural analysis

If you prefer, you may call it grammar. The use of structural analysis is to help the student see that (not why) you are doing and more importantly, what he himself is doing. This is the only difference between teaching an infant his mother tongue and teaching an adolescent or an adult a foreign language. An infant knows no language at all, and consequently, the normal form of linguistic communication which are used with him becomes his native tongue. But we can point out to

an adolescent or adult in very few words how the foreign language differs from his mother tongue in word order and function. Although comparison is not an end in itself, it helps the student greatly in his effort to imitate the model, in much the same way as a bit of phonetic analysis (pointing out how a sound is produced) can help a student to produce a foreign sound correctly. Structural analysis, however, can never be successfully substituted for the needed drill.

F. When written materials are used

Romanized transcription is not introduced at the very beginning because it tends to mislead the student to produce the sounds according to the English values of the Roman letters. After the student has acquired a good sound pattern, so firmly rooted in his habit that the appearance of the alphabet will not distort his sounds, romanization can then be introduced. But it should be presented only for those words already mastered orally by the students. If the student is to use the romanized text to supplement the recordings, he should still read the text aloud. Exercise of speech muscles will aid the student to improve his fluency and reinforce his grasp of the sentence patterns. Silent reading does not help at this stage.

G. When characters are introduced

The characters should not be introduced at the beginning. This enables the student to learn one thing at a time with full concentration. In our approach, the student is to learn the basic sound, sentence patterns, and speech vocabulary first.

If characters are given at the beginning, the additional load will slow down the student's progress and confuse him. The teacher will then find the weekly result discouraging.

Some say that the students usually are curious about Chinese characters and not to give them in class might cause the students to lose interest. This may be true, but it is not surer than the loss of interest which is certain to occur if no significant progress is observed at the end of several weeks or even a semester in any of the four language skills. Stall the students' curiosity about the characters as long as possible; let them learn to speak a few sentences correctly and fluently first.

If this cannot be done, one or two characters can be shown to the class. But in that case the teacher must try to separate this task from the principal mission of teaching the spoken language at the beginning. It could be done, although even this is not advisable during the first month or two, by taking five minutes at the end of one or two classroom sessions to introduce the children to the written form of a few of the short utterances they know well orally.

II. Divide and attack

In reviewing with a recording or a printed drill sheet, the student should be taught to divide up his lesson and his time into small units. It is much more effective to concentrate on one small unit during a five-minute review than to go over ten units in one long sitting of a solid hour.

I. In the classroom

The teacher should see to it that every student uses the full period without any waste. When the teacher asks a student to answer a question or repeat a phrase, the rest of the class should be urged to do likewise silently.

J. Homework

It has been noted by many teachers that the student and his parents expect some homework assignment, something to read and write at home for every course. Since during the first several weeks the principal work in a foreign language course should be audiolingual, there is a problem about what to assign the student to do at home. Several possible answers have been offered, and the teacher should exercise his discretion and imagination to try some or all of them in order to ascertain his best solution.

Ideally the beginning student should be given nothing printed for at least the first several weeks. If programmed materials on tapes or discs are available, these should be assigned as homework. If these are unavailable, or if technical difficulties make it impractical to let the students take recordings home, then the teacher should try to arrange for the students to do their language homework in the laboratory at the school. If the student cannot stay at school after the regular classes, perhaps language clubs can be organized for the students to get together and practice several times a week. The important thing for such language practice sessions is supervision

and correction; practice among the students themselves without expert supervision may perpetuate certain errors. The teacher certainly can and should demand the student to memorize the dialogues and other materials. He can help the student to get into the habit of going through the drills by saying them aloud out of memory. It is true that without any recording it would be necessary to issue the student some printed material, perhaps in romanization to aid the student's review and practice at home. And yet many teachers have observed that the moment the student works on any printed material before he has acquired a good grasp of the sound patterns, he loses what he has just learned through the drill in class, and he returns the next day worse than if he had not opened the book at home. This practical plight has led many teachers to demand sufficient recordings for the students to take home.

After the fourth unit, most classes may wish to start the learning of Chinese characters. Part of the student's homework can conveniently involve the learning of the characters. But in order not to slacken the effort to master the sound and syntax patterns, audiolingual exercises will continue to be the main work. There is, simply, no complete substitute for practice with a qualified and tireless teacher or, short of that, a programmed recording.

Some well chosen reading material in English on Chinese culture and Chinese literature, including good translations of Chinese literary masterpieces, could be assigned as part of the student's homework. While they will not help him in

acquiring language skills, they certainly can do a great deal toward increasing his understanding of Chinese culture and enhancing his appreciation of Chinese literature. (See suggested bibliography at the end of the text.)

VII. GENERAL PROCEDURES

In this section of general introduction, we shall discuss certain procedural principles related to the use of these materials in and outside of the classroom. In actual application, these points may vary from one block of units to the next, and the variations will be taken up later at the end of this general discussion.

Teaching materials alone cannot teach. No matter how well they have been planned and articulated, the materials are mere instruments which can come to life and function effectively only in the hands of trained teachers. The procedural principles here described, therefore, are meant to serve only as general guidelines. In no sense should they be regarded as prescriptions or, much less, proscriptions.

Orientation and Time Allotment

The teacher begins his first Chinese class by giving the student a brief, concise, and well calculated explanation of the objectives of the course and how they are to be achieved: how he is going to teach and how he expects the student to learn. In this statement the teacher points out that there will be no book and no written homework assignments for some weeks. Other points that might appear in the brief explanation have been suggested already. He then proceeds to outline, again very briefly, the arrangement of teaching materials to be used, including audiolingual and visual aids, coming to focus on the

contents of the first unit. The last he will do by describing the situation for the basic dialogue of Unit I.

There are detailed notes given later regarding time allotment for each block of units. These will help the teacher to apportion his classroom activities so that all essential activities will be adequately covered. The teacher should of course feel free to vary, but he should always keep in mind the precise objectives of each activity.

Classroom Techniques

All effective classroom techniques observe only one important principle: how to sustain and further arouse the student's interest in the subject matter so that effective learning can take place. The teacher should, therefore, be sensitive all the time to the student's reaction and response and utilize all opportunities present in the classroom to achieve this purpose. He keeps the class actively involved in every step of the learning process. He enables the students to strive for thorough mastery of the units in all four language skills according to the planned order of progression.

Before the class begins, the teacher prepares teaching aids appropriate to the situation and vocabulary to be introduced in each unit. He should be ready to draw stick-pictures on the blackboard or arrange such simple but effective teaching aids as felt board and scale models to illustrate the situations covered in the dialogues and drills. Some of these items, ob-

tainable without too much effort or expense, are suggested in the notes of each unit. The cue sheets provided in the text material is one example.

After the teacher has briefly explained the situation of the dialogue in English with the aid of illustrations suggested above, he proceeds to introduce the dialogue. He may break up the dialogue into units of two exchanges (four sentences) each, or even smaller units if necessary, and act out the dialogue himself. He must always make certain that the students understand the meaning of each sentence and how it is to be used in the situation. The English equivalents accompanying the dialogue in the text may be mentioned when there is doubt if the students have understood the meaning, but English equivalents must be used sparingly and the teacher should pass over them without dwelling on any single expression and explaining any word in detail. He can use a free combination of the following techniques to drill the students with the dialogue:

a. Choral drill

The students repeat after the teacher in unison.

b. Individual drill

The teacher signals an individual student to repeat after him separately.

c. Semi-choral drill

The teacher divides the class into sections and signals one section to repeat after him at a time.

d. Group dialogue practice

The teacher divides the class into two sections and signals one section to repeat a question after him

and the other section to repeat the answer after him.

e. Individual dialogue drill

The teacher divides the class into small groups; each group takes turn in reciting the dialogues. Within each group the roles also rotate to give each student an equal opportunity to practice all parts of the dialogue.

f. Role playing

The teacher assigns individual students to recite and act out the different roles in the dialogue.

The teacher gives a model and ascertains that the model has been understood. If the sentence is too long to be repeated at once by the students accurately, the teacher breaks up the sentence into short (but meaningful) units, in a manner similar to the method used in the Fluency Drills, and asks the students to repeat after each unit. The teacher then returns to the full sentence. Never leave students repeating broken phrases without ending up with the complete sentence.

Choral drill with the entire class usually precedes the other kinds of practice.

If the student has difficulty, he may be directed to repeat rapidly twice after each model. Whether in choral or individual drill the teacher must correct the students' mistakes constantly and thoroughly, but he must never remain with a single student too long a time, as this wastes time for the whole class.

Do's and Don'ts in Classroom

A check list is provided here to recapitulate what has been

discussed so far in classroom techniques:*

1. For certain critical purposes described above, English is to be used in class by the teacher. Otherwise, the target language is to be used by both teacher and pupils.
2. Use normal speed and pronunciation. If the students cannot follow at first, the teacher could break up his utterances into shorter units and build them up.
3. Always remember that whole utterances, not individual words or isolated sounds, are the final goal of all drills.
4. Always remember that the teacher is the model. It is generally not effective for him to imitate the student's errors, even to illustrate how not to say a given word or phrase.
5. Move from student to student rapidly in individual drills.

* For detailed discussion on these points, see George L. Shelley, Discussions of Method in the Teaching of Spoken Chinese (New Haven: Institute of Far Eastern Languages, 1961); Samuel F. Martin, Language Study Techniques (same publisher, 1951); Eugene A. Nida, Learning a Foreign Language (New York: Foreign Missions Conference, 1950).

6. Avoid academic discussion on semantics, grammar, philosophy, etc. Never present a grammatical analysis during a drill.
7. Be aware of what takes place phonetically and structurally when a sentence is correctly uttered in order to correct the student precisely when necessary.
8. Keep in mind the student's vocabulary and grammar limitation.
9. Vary classroom techniques frequently to avoid monotony.
10. You can never repeat (or have pupils repeat) too much. Your object is for the pupils to overlearn so that their responses become automatic.

VIII. UNIT TEACHING PROCEDURE

In planning for the teaching of each unit, the teacher should bear in mind the following items:

1. Objectives of each part of the unit
2. Time allotment (see suggested schedule below)
3. Reference materials to be looked up before class
4. Teaching aids
5. Student activities
6. Homework assignments (at the beginning, only listening to and practicing with recordings on small discs if available.)

For Units I-IV, the following time allotment is suggested:

(This is based on a 50-minute daily period schedule. If the schedule is different, clear revision and adaptation are necessary.)

First Period

- | | |
|---|-------------------|
| a. Orientation (Situation) | 5 minutes |
| b. Listen to tape (New lesson) | 10 minutes |
| c. Begin teaching basic dialogue (first 1/4) | 20 minutes |
| d. Listen to tape (Limited to the learned basic dialogue) | 15 minutes (lab)* |

Second period

- | | |
|--|-------------------|
| a. Structural pattern explanation.
(Limited to the sentences learned this hour) | 5 minutes |
| b. Listen to tape (Limited to the basic dialogue learned previously) | 5 minutes |
| c. Continue to teach basic dialogue (second 1/4) | 25 minutes |
| d. Listen to tape (Limited to the learned basic dialogue) | 15 minutes (lab)* |

Third Period

- | | | |
|----|---|-------------------|
| a. | Structural pattern explanation (Limited to the sentences learned this hour) | 5 minutes |
| b. | Listen to tape (Limited to the basic dialogue learned previously) | 5 minutes |
| c. | Continue to teach basic dialogue (third 1/4) | 25 minutes |
| d. | Listen to tape (Limited to the learned basic dialogue) | 15 minutes (lab)* |

Fourth Period

- | | | |
|----|--|-------------------|
| a. | Structural pattern explanation. (Limited to sentences learned this hour) | 5 minutes |
| b. | Listen to tape (Limited to the basic dialogue learned previously) | 5 minutes |
| c. | Finish teaching basic dialogue (last 1/4) | 25 minutes |
| d. | Listen to tape (Limited to the learned basic dialogue) | 15 minutes (lab)* |

Fifth Period

- | | | |
|----|--|-------------------|
| a. | Structural pattern explanation (Limited to the sentences learned this hour) | 5 minutes |
| b. | Listen to tape (limited to the basic dialogue learned previously) | 5 minutes |
| c. | Cultural notes explanation | 5 minutes |
| d. | Introduce 'fluency drill' | 20 minutes |
| e. | Listen to tape (Fluency drill, and reviewing other learned materials if time allows) | 15 minutes (lab)* |

Sixth Period

- | | | |
|----|--|-------------------|
| a. | Repetition Drill | 5 minutes |
| b. | Drills (with variety) | 25 minutes |
| c. | Listen to tape (Repetition drill and reviewing other learned materials if time allows) | 20 minutes (lab)* |

Seventh Period

- | | | |
|----|--|-------------------|
| a. | Individual role playing | 10 minutes |
| b. | Substitution Drill | 5 minutes |
| c. | Drills (with variety) | 15 minutes |
| d. | Listen to tape (Substitution drill and reviewing other learned materials if time allows) | 20 minutes (lab)* |

Eighth Period

- | | | |
|----|---|-------------------|
| a. | Individual role playing | 10 minutes |
| b. | Replacement Drill | 5 minutes |
| c. | Drills (with variety) | 15 minutes |
| d. | Listen to tape (Replacement drill, directed conversation) | 20 minutes (lab)* |

Ninth Period

- | | | |
|----|---|------------------|
| a. | Individual role playing | 5 minutes |
| b. | Dialogue Expansion | 10 minutes |
| c. | Teach narrations | 10 minutes |
| d. | Teach rhymes | 5 minutes |
| e. | Listen to tape (Dialogue expansion, narration and rhymes) | 20 minutes (lab) |

Tenth Period

- | | | |
|----|---|------------|
| a. | Summary (Structural patterns) | 15 minutes |
| b. | Progress evaluation orientation | 5 minutes |
| c. | Progress evaluation (The test, on tape) | 30 minutes |

After the fourth unit, the teacher should exercise discretion to allot a few minutes during certain periods to work on the characters.

* If a language laboratory is not available, a simple tape recorder may serve the purpose.

IX. RECORDED MATERIALS

Two sets of recorded materials have been prepared for each unit. One set is intended for the teacher which covers everything in each unit and is designed to aid the teacher in his preparation for the class. The other set has been planned for the students. Each exercise lasts only several minutes and can be repeated at least once during the fifteen minutes of laboratory time planned for the class everyday. The teacher can easily follow through both sets and arrive at a clear picture of their format because it dovetails with the textual material. This step of listening to the tapes through at least once is important because the teacher should explain to the student how the materials are organized and what he expects him to do with them. The following is a brief description of the arrangement in the student's set.

A. The Principles that Guided the Structure of These Exercises

1. Each basic sentence pattern constitutes a focus of learning in each exercise.
2. The exercises are so varied as to enable the student to absorb each structural pattern through repeated imitation.
3. Each model utterance is repeated at least twice with appropriate intervals. The student thus can imitate or respond to the model twice and check his own performance twice immediately afterwards.

B. The Format

1. The Basic Dialogue

- a. Usually each sentence constitutes a learning unit. Only occasionally a compound sentence is broken into two meaningful and useful basic sentences in order to facilitate the student's imitation and repetition.
- b. The model sentence is pronounced once first, then each new vocabulary item in the model sentence is pronounced three times with intervals for student imitation.
- c. Each model sentence is pronounced again three times with intervals.
- d. At the end of this sequence, two model voices, one male and the other female, pronounce the dialogue as it would occur in a natural daily life situation.

2. Fluency Drill

- a. The male voice pronounces the model utterances as listed in the printed text once with intervals.
- b. Then the female voice pronounces the model utterances once also with intervals.

3. Repetition Drill

- a. The male voice pronounces the entire sequence once without intervals.
- b. Each sentence is pronounced separately according to the following format: Model utterance by male voice -- pause -- model utterance by female voice -- pause.

4. Substitution Drill

- a. The female voice pronounces the model utterance.
- b. The male voice repeats the model utterance.
- c. The female voice gives the cue word immediately after the pause.
- d. An interval occurs at this moment for the student to do his substitution with the given cue word.
- e. A correct answer is provided by the male voice afterwards.
- f. Another interval enables the student to repeat the correct answer once.

5. Replacement Drill

(The format of this drill is the same as that of the Substitution Drill above)

6. Response Drill (Question and Answer)

- a. The female voice pronounces the question once.
- b. Immediately the female voice gives a cue word to be used in the answer.
- c. The student answers in the interval provided.
- d. The male voice pronounces the correct answer.
- e. Another interval enables the student to repeat once the correct answer.

7. Directed Conversation (for listening only; the student will practice the same in class)

- a. The male voice gives the directing question once.
- b. The female voice gives the question.

- c. The male voice gives the correct answer.
- d. If several correct answers are possible and have been practiced in class already, the female voice will repeat the same question each time before a different correct answer is given.

8. Dialogue Expansion

- a. The male voice gives an utterance.
- b. The student repeats after the model voice.
- c. The female voice repeats the same utterance.
- d. The student repeats the utterance again. (This format continues throughout the entire Dialogue Expansion once.)
- e. The male voice and the female voice give the entire dialogue without leaving any interval. The student merely listens to comprehend it and to cross check his own performance.

9. Narration

- a. The purpose of this exercise is to strengthen the student's ability to synthesize what he has learned from the unit and adapt it to uses other than conversation. Therefore, comprehension is stressed and no interval is necessary between each two utterances.
- b. The entire passage is read twice with male voice and female voice. The teacher should call the student's attention to the intonation of the model voice in a narrative style.

10. Rhymes

- a. The male and female voices pronounce the model utterances alternately once through the entire rhyme, without intervals.
- b. The two model voices pronounce the utterances again, this time leaving sufficient intervals after each utterance for the student to repeat.
- c. The model voices pronounce the entire rhyme once more as they did at the beginning of this sequence, without intervals and at natural speed.

X. INTRODUCTION TO CHINESE CALLIGRAPHY

It has been said that Chinese calligraphy hold the aesthetic secret of Chinese painting. This is quite true. Many concepts behind the art of calligraphy are indeed the same as those behind Chinese ink wash painting, and it does not require too far a stretch of imagination to see the connection. To be able to write Chinese characters well, therefore, is a noteworthy artistic accomplishment. Even the process of learning it and practicing it is a rewarding experience.

First, let us note briefly the evolution of the Chinese script. In very early days, possibly three thousand years ago, an archaic pictographic Chinese script was already quite well developed. Tortoise shells and sheep bones excavated from archaeological sites show many decipherable designs, of which many actually resemble concrete objects. Thus, the ancient symbol for "bird" actually shows a sketch of a flying or perching bird, and the symbol for "horse" has four legs and a tail. As cultural life became more complex, the written symbols also became more complex in that they gradually transcended the purely pictographic and moved into the ideographic -- using symbols to suggest less tangible ideas. Most of the characters on the bronze wares dating back to about seventh or eighth century B. C. already show this type of ideographs, of which some were made of several pictographic symbols put together. These characters had many strokes each, and as such were rather time consuming to write. In the third century B. C., a unified Chinese

empire required a more efficient system of bookkeeping which in turn caused the development of a simplified and stylized system of writing the characters. This system, called "clerical writing," laid the foundation for the modern script.

Many characters have gone through many stages of evolution, and consequently have lost any resemblance, either in shape or in meaning or both, to their archaic original. It is still fascinating to trace some of them, but to trace all of them belongs to a highly specialized study.

Several points should be noted when one begins to practice Chinese script. Each Chinese character, in essence, is a graphic composition and should be judged as such. A calligrapher is always conscious of the structural appeal of each character he writes, and he attempts to achieve this effect by integrating the strokes into an artistic whole. His discipline starts with brush control, without which he cannot begin to execute any stroke.

A proficient calligrapher may appear to be handling his brush very casually and effortlessly, but the fact that his brush goes exactly where he wants it to go and delineates a dot, a line, or a hook with perfect rhythm is a proof that countless hours have gone into his practice of controlling the brush. At the beginning he learns to execute each stroke slowly, trying to apply pressure to the brush in such a way as to achieve the same effect as the model in front of him. The model is usually the work of some great master calligrapher. He holds his brush vertically, anchoring the middle part of the brush stick between

four fingers, with the thumb and the fourth finger on the inner side and the second and third fingers on the outer side. His wrist rests on the desk; this gives him enough leverage to move the brush in all directions when writing a character. If he writes a character of over two-inch in square, he will need to lift his wrist off the desk.

A glance at any model calligraphy will reveal that no stroke is of uniform width from one end to the other. Indeed as one watches a demonstration, one becomes aware of how the calligrapher applies his brush to the paper, first with a certain amount of pressure, and then lifting the brush slightly as it moves toward the middle of the stroke, and finally pressing the brush down a little more toward the end of the stroke with a semi-circular movement to round off the stroke. In this one stroke alone there is a full example of the rhythm of Chinese writing. No amount of description is sufficient to replace an actual demonstration. As one observes someone demonstrate the art of writing Chinese characters, one does well if one tries to imitate him a few times.

Good composition of the strokes into good characters can come only after practice, but it is useful for the student to try with the kind of ruled paper specially designed for calligraphy purposes. The squares on the paper will aid the student to block his characters and to guide their composition. There is a conventional sequence according to which the strokes are written in a character. By following the order the student will find

it easier to achieve a freer, more rhythmic movement of the wrist, and consequently it becomes also somewhat easier to compose the character.

It is useful to know that Chinese calligrapher, like all artists, are very particular about the instruments they use. They select their brushes to suit their preference with regard to the length of the tuft and the strength of the bristle. They choose their ink also; sometimes they even make their own ink with pine soot and glue. They rub their selected ink stick with a few drops of water on a stone which is neither too hard that it takes too long to prepare any ink, nor so soft as to leave any grit in the ink. The paper used by a calligrapher is absorbent but with good resiliency. All these demand great attention of the calligrapher; in fact there is a rich tradition with an accumulated lore about every thing needed for good calligraphy. The student, however, need not be concerned too much with the specific quality of the instruments he uses. Any Chinese or Japanese brush, usually costing no more than fifty cents, will serve the purpose. He can very well use American make India ink, the kind used by mechanical draftsmen. For practice he can use any paper, but the kind with rule lines described above is more helpful.

The student trying his hand at writing Chinese with a brush only needs to remember one thing technically: Don't soak the brush completely in water or ink to loosen the hair held together with light glue; if you do, the bristle will become unmanageable

like a mop top. Soften the brush at most only half the length of the bristle and rinse the ink off every time after use.

For further reading on Chinese calligraphy, the following two works are recommended:

Chiang Yee, Chinese Calligraphy: An Introduction to its Aesthetic and Technique, (London, 1938)

William Willetts, Chinese Art (Penguin, 1958), Chapter 7.

Note: The following charts are very helpful in classroom instruction for students learning Chinese calligraphy. They are available for a small price from P. D. and Ione Perkins, South Pasadena, California.

The Evolution of Chinese Writing, Oriental Culture Chart No. 2, compiled and published by W. M. Hawley.

The Technique of Chinese Writing, Oriental Culture Chart No. 9, compiled and published by W. M. Hawley.

APPENDIX

LEVEL ONE

Chinese-Mandarin Teaching
Material Development Project
San Francisco State College

ABBREVIATIONS USED IN LEVEL ONE

A	adverb
Adj	adjective
AV	auxiliary verb
CV	co-verb
dirO	direct object
IE	idiomatic expression
indO	indirect object
M	measure
MA	movable adverb
N	noun
neg	negative
Nu	number
O	object
P	particle
PE	purpose expression
proN	pronoun
FW	place word
QW	question word
RV	resultative compound verb
S	subject
Sp	specifier
TW	time word
V	verb
VO	verb-object compound

VOCABULARY IN LEVEL ONE

a	sentence suffix, suggesting exclamation	P	1	
ài	like or love to	AV	4	
	ai	IE	14	
aichíngpyār	love-story movie	N	10	
àiya	alas	IE	14	
bā	eight	NU	3	S
bǎ	take hold of	CV	13	
-bǎ	a unit measure for spoons or things with a handle	M	6	
ba	sentence suffix impling probability or a request	P	6	
Bàba	Daddy (father)	N	6	
báhau	eighth	TW	3	
bǎi	set, put	V	6	
Báidwèi	White (uniformed) Team	N	14	
bàinyán	go to extend New Year's greeting, also used as a noun	V(VO)	8	
-bàn	half	M	5	
-bàng	pound	M	11	
báu	thin	Adj	5	
bǎu	full (exclusively for eating)	Adj	4	S
bào	newspaper	N	3	S
bāugwō	parcel	N	11	
báusyǎn	insure	V(VO)	11	
Báywe	August	TW	3	S
-bēi	cup; glass	M	4	

bèi	(indicates agent of action) by	CV	14	
bēijyù	tragedy	N	10	
-bēn	volume (for books)	M	5	
bǐ	compare with	CV	12	
bídz	nose	N	14	S
bǐjiběr	notebook	N	5	
bǐng	sickness	N	13	
bīngbàng	popsicle	N	9	
bǐnggān	biscuit	N	8	
bīngjílíng	ice cream	N	10	
bǐngrén	patient	N	13	
bīngshwěi	ice water	N	4	S
bǐsài	match, contest	N	14	
bǐshǔ	summer resort	N	15	
bù	not, no (to facilitate reading the Romanized transcription, <u>bu</u> will be attached to the word it qualifies.	A	1	
búdà	not too	A	14	
búgwò	but, however	A	9	
bùshǎu	quite a few	Adj	5	S
bùtswò	nice; not bad	Adj	4	
(Nà) búyaujǐn	that's nothing; never mind	IF	3	
búyùng	not necessarily	A	13	
bwómǔ	aunt	N	7	
byáuyǎn	perform	V	9	
-byār	-side	M	12	

byé	other; different	Adj	5
	don't (contracted form of <u>búyàu</u>)	AV	7
byéjyā	other places (homes)	FW	8
byé kái wánsyàu	don't joke with me; quit kidding	IE	10
byé kèchi.	same general meaning as <u>méi shémma</u> , used whenever you feel that the other party is being too polite or when you want to urge him to accept a favor; literally, "Don't be too polite."	IE	8
byé mǎng a	don't hurry, take it easy	IE	8
chá	tea	N	8
chà	lack, be short	V	7
chàbudwō	about, about the same	IE	14
chàbyé	difference	N	14
cháng	long (length)	Adj	15
chàng(gēr)	sing 唱	V(VO)	9
chángchāng	often; usually	A	2
Chángchéng	Great Wall	FW	15
chàngpyār	record	N	2
chǎufàn	fried rice	N	4 S
chǎumyàn	fried noodle	N	4 S
chē	wheeled vehicle	N	7
Chén	A common Chinese surname.	N	3
chēng	weigh	V	11
chéng	city	N	6
chī	seven	Nu	3 S
chìchē	automobile (gūnggòng chīche means bus)	N	11

APPENDIX - II - 4

chǐgwài	strange	Adj	14	
chǐng	please; invite; request	V	5	
	treat	V	9	
Chīngdǎu	Tsingtau (a city in Shantung province)	FW	15	
chǐng dzwò	please sit down	IE	8	
chǐngkè	treat (VO); never <u>chǐngkè nǐ</u> (to treat you), but <u>chǐng nǐ</u> or rarely <u>chǐng nǐ kè</u>			
chīngtsài	vegetable; green vegetable	N	4	
chǐngwèn	may I ask you	IE	7	
Chíywe	July	TW	3	S
chōuti	drawer	N	6	
chǐ	eat	V	4	
chǐfàn	eat (meals)	V(VO)	4	
chūchǎng	come out to perform	V	14	
chūchyù	go out (away from the speaker)	V	10	S
chūlái	come out (toward the speaker)	V	10	S
chwān	wear, put on (clothes, shoes)	V	7	
chwán	ship	N	12	
	pass	V	14	
chwānghu	window	N	12	
chwēi	play (wind, brass instrument)	V	9	
chyán	money	N	5	
chyán(tou)	front	FW	12	
chyángdzǒu	seize and run, rob	V(RV)	14	
chyányán	the year before last year	TW	12	
chyánpái	front row	N	10	

APPENDIX - II - 5

chǎnpǐ	pencil	N	5	
chǎntiān	the day before yesterday	TW	2	S
chóu	ball	N	14	
chù	go, indicating motion toward a point away from the speaker	V	3	
dǎ	knit	V	6	
	to call (telephone)	V	7	S
	hit	V	9	
dà	big; large	Adj	5	
dàgài	probably	A(MA)	3	
dài	take or bring along	V	8	
dàichóu	carry ball	V	14	
dàifu	doctor, Dr. (medical doctor)	N	13	
dǎjiàn	have a shot	V(VO)	13	
dāngrán	of course	A	9	
dǎswàn	plan	V	15	
dào	functioning as "to go to" together with <u>chù</u> in <u>dào</u> ...(place).. <u>chù</u> .	CV	3	
	arrive	V	7	
dāuchā	knife and fork	N	4	
dǎuméi	be unlucky	IF	14	
dàiyī	overcoat	N	2	S
-de	Noun suffix making the word a modifier	P	2	
Dégwo	Germany	FW	2	S
děi	must	AV	7	
děng	wait	V	7	
Déwén	German	N	2	S

di-	ordinalizing prefix to numbers	P	11
didi	younger brother	N	6
difang	place	N	15
dōu	all, both; in all cases	A	2
dūngsyi	thing	N	5
dùngwùywán	zoo	N	7
dwèi	correct, right	Adj	14
-dwèi	team	M	14
dwèibujū (dwèibuchǐ)	excuse me, I'm sorry	IE	8
dwèile	that's right (yes, it is.)	IE	4
dwèiywán	team (member)	N	14
dwō	many much	Adj	5
dwó (me)	very much, how?..... it is	A	9
dwōshau	how much? how many?	Nu	5
-dyǎn	o'clock, hour	M	7
dyànhwà	telephone	N	7 S
dyànshì	television	M	2
dyànyǐngr	movie	N	10
dyànywán	clerk, salesman	N	5 S
dyédz	plate	N	6
dyōu	lose, be lost	V	12
dzài!	again (in the future)	A	3
	"be at" a point in space or time	CV	3
	be at, in or on	V	6
dzàijyàn	good-bye! See you again!	IE	1
dzàjr	magazine	N	3 S

APPENDIX - 11- 7

dzǎu	early, good morning	Adj	1	
dzǎufàn	breakfast	N	7	
dzǎushang	morning	TW	2	S
dzēm (ma)	how, in what way?; why, how is it that?	A	4	
dzēm̄ma bān ne?	what shall I do?	IE	15	
dzēm̄ma jēm̄ma	why so (to be followed by a verb or an adjective)	IE	10	
dždyǎn	dictionary	N	3	
dzōu	walk, go, leave	V	8	
džrán	natural science, nature	N	2	
dzwèi	the most, -est	A	10	
dzwěi (ba)	mouth	N	14	S
dzwò	do	V	2	
	sit	V	3	
	ride, take (transportation)	CV	7	
dzwōbyār	left, (side)	PW	6	
dzwòr	seat	N	12	
džwótyan	yesterday	TW	2	S
è	hungry	Adj	4	
èr	two	Nu	3	S
ěrdwō	ear	N	14	S
Èrywe	February	TW	3	S
fá	penalize (in the ball game)	V	14	
Fàgwo	France	PT	2	S
fàn	meal; cooked rice	N	4	
fànchē (tsānchē)	dining car	N	12	
fàng	put	V	12	
fàng(jyà)	have a vacation	V(VO)	15	
fàngsyīn	rest assured	Adj	12	
fàngwār	restaurant	N	4	
fàntīng	dining room, cafeteria	N	4	S

fāshāu	have a fever	V	13
Fàwén	French	N	2 S
fēi	fly	V	12
fēijī	airplane	N	12
-fēn	cent	M	5
	minute	M	7
-fēng	unit measure for letters	M	11
fēngjǐn	landscape	N	12
-fēr	score	M	14
fùchín	father	N	15
fùjīn	neighborhood	N	11
fùmǔ	parents	N	15
gàn	do (more colloquial than <u>dzwò</u>)	V	6
gāngbǐ	fountain pen, western-style pen	N	5
gāngtsái	just a moment ago	A	9
gǎnmǎu	flu	N	13
gàn shémma	why	IE	8
gāu	high	Adj	13
gāusyǐng	delightful, enjoyed	Adj	8
-ge	for person or thing, applicable to most nouns and permissible even when a more appropriate measure is available.	M	3
gèdz	height, body	N	14
gēge	elder brother	N	6
gěi	give	V	5
	for, to (for benefit of)	CV	8
	(indicates agent of action) by	CV	14

gēn	be with; and; follow	CV	4
gèng	still more, even, -er	A	10
gòu	enough	Adj	9
gǔ	drum	N	9
gūngfu	leisure time	N	7
gūnggùng	public	Adj	11
gūngsyi	congratulate	V	8
gùshr	story	N	10
gwàhàu	register	V(VO)	11
gwèi'	expensive	Adj	5
gwèisyǐng	what is your (sur)name?	IF	7
-gwo	experiential suffix to verbs	P	10
gwò	pass	V	13
gwònyán	New Year's eve celebration	N	8
hā	hah	IF	14
hái	still; yet	A	3
hǎi	sea	N	15
hǎibyār	beach	N	15
hǎishr	had better	A	8
Hángjou	Hangchow (a city south of Shanghai)	N	12
hángkūng	aviation (hángkùng syǐn means airmail letter)	N	11
hǎu	good, well	Adj	1
	ready, complete	Adj	6
	very (preceding adjectives)	A	7
hǎu a	fine (all right)	IF	4

APPENDIX - II - 10

hǎu buhǎu	how about it?	IE	7	
hǎuchī	delicious; tasty (good taste)	Adj	4	S
hǎukàn	good-looking	Adj	2	
-hàur	number	M	14	
hǎusyàng	seem	V	12	
hǎutīng	good (music)	Adj	9	
hǎuwár	of fun	Adj	12	
hē	drink	V	4	
he	heh	IE	4	
hēibái	black and white	N	10	
hěn	very, quite	A	1	
-hér	box	M	8	
hòu	thick	Adj	5	
hòunyán	the year after next year	TW	12	S
hòupái	rear row	N	10	
hòutyan	the day after tomorrow	TW	2	S
Húngdwèi	Red (uniformed) Team	N	14	
Hwá-míng	a boy's name	N	7	
-hwéi	a time, occurrence	M	12	
hwèi	can; know how to	AV	4	
	will	AV	12	
hwöchē	train	N	12	
hwöchējàn	train station	N	12	
jáji	fried chicken	N	4	
Jāng	One of the most common Chinese surnames.	N	2	

APPENDIX - II - 11

-jāng	a unit measure for paper, pictures, tables, etc.	M	5
jǎu	find, look for	V	3
	change (the action of the cashier giving change when a patron pays his bill.)	V	5
Jàu	Chinese surname	N	9
jāuji	worried, excited	Adj	9
jāulyáng	catch a cold	V(VO)	13
jàusyàng	take a picture	V(VO)	15
jàusyàngjī	camera	N	15
-je	verb suffix, indicating continuance	SP	3
jèihwěr	right now	TW	13
jèi lyǎngtyan	these days	IE	13
jèm(ma)	in this way, to this degree; so; same as dzèm(ma)	A	4 S
jēn	truly; really	A	4
jēnde a?	really?	IE	15
jèng(dzài)	just in the midst of	A	8
jènghǎu	just, exactly	A	11
jēn kěsyí	what a pity	IF	14
jèr	here	FW	3
jī	chicken	N	4
jǐ-	how many, how much; several, a few	Nu	7
jì	send, mail	V	11
	remember	V	15
-jīle	suffix to adjectives, indicating extreme degree	P	6

jìn	near	Adj	11	
jìnchyù	go in (some place away from the speaker)	V	10	
jìnlái	come in (toward the speaker)	V	10	
jīnnyán	this year	TW	12	S
jīntyán	today	TW	2	
-jǐr	a unit measure for writing brushes and similar slender objects	M	5	
	unit measure for ships	M	12	S
jǐr	paper	N	5	
jǐrdau	know; know of or about	V	3	
jǐrfú	uniform	N	9	
jǐrhwēi	conduct	V	9	
Jǐr-píng	boy's name	N	9	
jǐryàu	as long as	A(MA.)	10	
jǐrywán	clerk	N	13	S
jǐ	live	V	12	
jūng	o'clock, clock	N	7	
jūng	swell	V	13	
jùng	heavy	Adj	11	
Jūnggwo	China	FW	2	
jūngjyàr	middle	FW	10	
Jūng-shān	name of Dr. Sun Yat-sen	N	11	
Jūngwén	the Chinese language	N	1	
jwōdz	desk; table	N	3	
jwūn	sharp, punctual (time)	A	7	
	sharp	Adj	14	

jyā	home	N	6	
-jyà	unit measure for airplanes	M	12	
jyàchyán	cost; price	N	5	
jyàdz	shelf, luggage rack	N	12	
Jyā-jyùn	a Chinese boy's name	N	3	
jyàn	see, meet (more formal than <u>kàn</u>)	V	7	
jyàngyóu	soy sauce	N	6	
jyàu	tell (somebody to do something)	V	6	
	(indicates agent of action) by	CV	14	S
jyāujywār	film	N	15	
jyàushr̄	classroom	N	3	S
jyē	street	N	11	
	meet (or pick up) a person (at a terminal or station)	V	12	
jyēfu	brother-in-law (elder sister's husband)	N	6	
jyējye	elder sister	N	6	
jyēkōur	block, intersection	N	11	
jyèshau	introduce	V	9	
jyōu	nine	Nu	3	S
jyōu	wine, liquor	N	6	
	long (time)	A	7	
jyòu	only, just	A	3	
	then	A	8	
jyōubēi	wine glass	N	6	
jyòu jèiyàng ba	let's do it this way	IE	8	
jyòu nèmna bàn	let's do it that way!	IE	7	

Jyōuywe	September (nine-month)	TW	3	S
-jyù	line of (sentence, speech)	M	7	
jyúdzshwěi	orange juice	N	10	
jyùtsān	group dinner, luncheon party (usually no host)	N	9	
jywéde	feel, think	V	12	
kāi	open	V	7	
	start (engine)	V	12	
kāishǐ	begin (can also be used as an auxiliary verb)	V	14	
kāiyǎn	start to perform (movie and show)	V	10	
kàn	watch, look	V	2	
kānchū	reveal	V	14	
kānjyan	see	V(RV)	14	
kāu	take an examination	V	3	
kě	indeed, certainly, however	A	11	
kè	subject	N	3	S
-kè	quarter of an hour	M	7	
kèchi	polite, stand on ceremony	Adj	8	
kěnéng	possibly	A(MA)	15	
kèren	guest, patron	N	5	S
kěshr	but, however	A(MA)	4	
késou	cough	V	13	
kètīng	parlor, living room	N	6	
kéyi	may; can; be permitted to	AV	4	
kwài	quickly, soon	A	6	
-kwài	piece (lit. lump)	M	4	
	dollar (Chinese monetary unit)	M	5	

kwàidz	chopsticks	N	4	
lǎbā	trumpet	N	9	
lái	come (toward the speaker)	V	6	
lǎu	always	A	6	
lǎushī	teacher, Mr. (especially when student addresses his teacher)	N	1	
-le	verb and sentence suffix	P	3	
lèi	tired	Adj	8	
lěng	cold	Adj	15	
lí	from (be separated or distant from)	CV	11	
Lǐ	a Chinese surname	N	1	S
lǐ(tou)	inside	FW	6	
-lǐ	a Chinese li (1/3 mile)	M	15	
Lǐbaièr	Tuesday	TW	3	S
Lǐbailiù	Saturday	TW	3	S
Lǐbaisān	Wednesday	TW	3	S
Lǐbaisì	Thursday	TW	3	S
Lǐbaitiān	Sunday	TW	3	S
Lǐbaiwǔ	Friday	TW	3	S
Lǐbaiyī	Monday	TW	3	S
Lín	a Chinese surname	N	7	
líng	zero	Nu	5	
lóufáng	storied building	N	12	
-lǒu	basket	M	8	
lóushàng	upstairs	FW	6	
lóusyà	downstairs	N	6	S

lù	road	N	11
-lù	route number of bus	M	11
lyǎn	face	N	14 S
lyǎng-	two or a couple of	Nu	5
-lyàng	unit measure for wheeled vehicles	M	12
lyànsyí	practice, warm up	V	14
lyòu	six	Nu	3 S
lyóusyíng	popular	Adj	13
Lyòuywe	June	TW	3 S
lyüsyíng	travel	V	15
ma	sentence suffix used to convert a declarative sentence into an interrogative sentence.	P	1
Mā (ma)	Mammy (mother)	N	6
máfan	troublesome	Adj	11
mǎi	buy	V	5
mài	sell	V	5
màipyàude	ticket clerk	N	10 S
Mǎ-li	girl's name	N	9
màn	slow	Adj	12
mǎng	busy	Adj	1
máng shémma?	what's the hurry?	IE	9
mànman	slowly	A	9
-máu	dime	M	5
màubǐ	Chinese writing brush	N	5 S
máuyī	sweater	N	2 S
méi	no, not, have not, did not	A	2

Měi-fāng	A Chinese girl's name.	N	2	
Měigwo	America (U.S.A.)	FW	2	
měi(lì)	beautiful	Adj	15	
mèimei	younger sister	N	6	
méi shémma	Don't mention it; it's nothing at all; not all; etc. (used in response to someone who thanks you for a favor)	IE	8	
mén	door, gate	N	7	
míngnyán	next year	TW	12	S
míngsyìnpyār	post card	N	11	
míngtyan	tomorrow	TW	2	S
mūchīn	mother (more formal than <u>māma</u>)	N	6	S
myānbāu	bread	N	14	
nà	in that case	IF	6	
nà dzēm̄ma hāu yis̄z	why, that would be embarrassing	IF	10	
nán	difficult	Adj	2	
nánjújyān	actor in major role	N	10	S
nār	where?	FW	3	
Nārde hwà	not at all	IF	2	
ne	sentence suffix usually with méi to indicate incomplete action	P	3	
	sentence suffix indicating continuance of action in positive statements	P	6	
	sentence suffix in question	P	4	
něi-	which	SP	3	
nèi-	that (there)	SP	3	
nèikē	medical department	N	13	
něityan	which day?	TW	3	

nèm(ma)	in that way, to that degree	A	4	
néng	can; be able	AV	4	
nèr	there	FW	3	
nǐ	you (singular)	ProN	1	
nǐ jēn tāuyàn	you are being silly! (you are really disgusting)	IE	7	
nǐmen	you (plural)	ProN	1	S
nín	a polite form of nǐ, very commonly used in North China	ProN	1	
nyànshū	study	V(VO)	4	S
nyóunǎi	milk	N	4	
nyóupái	beefsteak	N	4	
nyújújyǎu	actress in major role	N	10	
o!	oh, I see	IF	7	
pàng	fat	Adj	4	
pángbyār	side	FW	12	
Pānnísyīlín	penicillin	N	13	
-pár	plate	M	4	
pǎu	run	V	14	
pèng	hit, meet	V	14	
péngyou	friend	N	9	
píngsyǐn	ordinary mail	N	11	
pūtūng	ordinary	Adj	13	
pyányi	cheap	Adj	5	
-pyār	slice	M	4	
pyào	ticket	N	10	
pyàulyang	pretty	Adj	7	

ràng	(indicates agent of action) by	CV	14	S
rè	warm, hot	Adj	15	
rén	man, person	N	2	
rènau	prosperous, bustling	Adj	12	
rénren	people, everybody	N	15	
rènshr	know, recognize, be acquainted with	V	9	
ròu	meat	N	4	
rúngyi	easy	Adj	2	S
sān	three	Nu	3	S
sāngdz (hóulung)	throat	N	13	
sānlwunchē	Chinese pedicab	N	11	
Sānywe	March	TW	3	S
shān	mountain	N	15	
shàng	functioning as "to go to" together with <u>chyu</u>	CV	6	
shàngchē	get on (a car)	V(VO)	12	
Shànghǎi	Shanghai	FW	12	
shàng(tou)	top; upper end or side	FW	3	
shǎu	few, little	Adj	5	S
	short	V	6	
sháur	spoon	N	6	
shèhwèi	social science, society	N	2	
shéi	who	ProN	1	
shémma	what?	ProN	2	
shēn	stretch	V	13	
shénchi	impressive	Adj	9	

shétou	tongue	N	13	
shǒu	hand	N	14	
shòu	skinny	Adj	4	
shōujyù	receipt	N	11	
shǒulán	guard the basket	V(VO)	14	
shòushāng	get wounded	V(VO)	14	
shí	ten	Nu	3	S
shì	to be	V	1	
	try	V	13	
shì(ching)	affair, undertaking	N	7	
Shrèrywe	December	TW	3	S
shíhou	time	N	7	
shīmǔ	teacher's wife	N	8	
shíyànshì	science laboratory	N	3	S
Shryíywe	November	TW	3	S
Shíywe	October	TW	3	
shū	book	N	3	
	lose (the game)	V	14	
shūfu	comfortable	Adj	12	
shūjyà	summer vacation	N	15	
shūjyàdz	bookshelves	N	3	
shùsywé	mathematics	N	3	
shwéigwō	fruit	N	8	
shwèi(jyàu)	sleep	V(VO)	8	
shwōhwà	carry on conversation	V(VO)	6	
Sūjou	Soochow (a city near Hangchow)	FW	15	

sùnglǐ	present gift	V(VO)	8	
swàn	count	V	5	
swànpan	abacus	N	5	
swéibyan	as one wishes	IE	9	
swóyi	so, therefore	A	11	
syàchē	get off a wheeled vehicle	V(VO)	11	
syà(ge)lǐbài	next week	TW	15	
syān	first	A	3	
syàndzài	now	TW	6	
syāng	want to; consider to; plan to	AV	4	
syàng	resemble	V	10	
syāngdz	luggage, box, suitcase	N	12	
syāngsya	country (rural)	N	6	
syānsheng	Mr., sir	N	1	S
syāu	small	Adj	5	
syáujye	miss	N	9	
syāusyīn	careful	Adj	12	
-syē	quantity of; several	M	5	
Syībānyá	Spain	PW	2	S
Syībānyáwén	Spanish	N	2	S
Syībupyāndz	Western movie	N	10	
syīhwan	like (be fond of)	V	2	
	like to, enjoy	AV	10	
syījyù	comedy	N	10	S
syìn	mail, letter	N	11	

syíng	satisfactory, all right	Adj	6	
	good	Adj	14	
syíng	be surnamed	V	7	
syínkwei	fortunately	A	14	
syítí	exercise	N	3	
syōusyi	rest	V	13	
sywéhwei	learn	V(RV)	15	
sywésheng	student	N	1	S
sywésyàu	school	N	3	S
s̀	four	Nu	3	S
S̀we	April	TW	3	S
tā	he, (him)	ProN	1	
tài	too, excessively	A	4	
tāmen	they, (them)	ProN	1	S
tán	talk	V	8	
tāng	soup	N	4	
táng	candy (lit. sugar)	V	8	
tèbyé	special	Adj	13	
	especially	A	13	
téng	painful	Adj	13	
tīng	listen to	V	2	
tīngshwō	they say, I hear	IF	15	
tóu	head	N	14	S
tóulán	shooting	V	14	
tóuténg	have a headache	V	13	
tsái	only then, until then	A	7	
	only	A	9	

tsài	vegetables; a dish of food other than staple	N	4	
tsáipàn(ywán)	referee	N	14	
tsăisè	color	N	10	
tsānjyā	join	V	8	
tsù	vinegar	N	6	
tsúng	from	CV	6	
tsúngchyán	formerly	TW	15	
-tsz̄	a time, occasion	M	12	
túngsywé	schoolmate	N	7	
túshūgwǎn	library	N	3	
twánbài	exchange New Year's greeting in a group	N	8	
twěi	leg	N	14	S
-tyān	day	M	15	
tyānchi	weather	N	15	
tyāntyān	everyday	TW	6	
-tyáu	line	M	11	
tyàu	jump	V	14	
tyē	stick, affix	V	11	
wài!	hello	IE	7	
wài(tou)	outside	PW	6	
wàigwo	foreign country	PW	5	
wàikē	surgery	N	13	
wán	finish, get through	V	8	
wǎn	bowl	N	6	
	late	Adj	7	
-wǎn	bowl	M	4	

wǎnfān	supper	N	7	
Wáng	a common Chinese surname	N	1	
wǎng (wàng)	towards (in direction of)	CV	11	
wàng	forget	V	6	
wǎnhwèi	evening party	N	9	
wǎnshang	evening, night	TW	2	
wár	play	V	6	
-wèi	person (polite form)	M	9	
wèn	ask	V	1	S
wǒ	I, (me)	ProN	1	
wǒmen	we, (us)	ProN	1	S
wǔ	five	Nu	3	S
wēndù	temperature	N	13	
Wǔyue	May	TW	3	S
ya!	added at the end of a sentence to express something unexpected	IF	9	
yǎn	perform	V	10	
Yáng	Chinese surname	N	9	
-yàngr	kind; sort	M	5	
yǎnjīng	eyes	N	14	
yào	want; like	V	4	
	going to; expect to; shall; will	AV	5	
	medicine, drug	N	13	
yàujīn	serious	Adj	13	
yàushr	if, in case	A(MA)	10	
yě	also too; (with negative statements) either all, both; in all cases	A	2	

yè	night	N	8	
yésyu	may	A(MA)	15	
yī	one	Nu	3	S
yībǎi	100	Nu	5	S
yīchyān	1,000	Nu	5	S
yídìng	necessarily, certain	A	6	
yīdyǎr	a little, a bit, some	N	4	
yǐdz	chair	N	3	S
yígùng	altogether	A(MA)	5	
yīhwēr	a moment	TW	3	
yǐjīng	already	A	3	
yīkwàr	together	A	4	
yíng	win	V	14	
Yīngwén	the English language	N	1	
yīnwei	because, for	A(MA)	10	
yīshang	clothes	N	2	
yǐsz	originally meaning "thought," syau yǐsz, "a little thing" or "nothing," usually used to express one's humble manner in presenting a gift to somebody	N	8	
yīwàn	10,000	Nu	5	S
yīwànwàn	100,000,000	Nu	5	S
yíyàng	alike, similar, the same	Adj	10	
yīywàn	hospital	N	13	
Yíywe	January	TW	3	S
yǒu	have	V	2	

yòu	again	A	9
and also...	A	13
yòubyār	right (side)	PW	6 S
yóu(jèng)jyú	post office	N	11
yóujyān	air letter	N	11
yóupyàu	stamp	N	11
yóusyíng	parade	N	9
yóutǔng	mailbox	N	11
yóuyǔng	swim	V	15
yóuyǔngyī	swimming suit	N	15
yú	fish	N	4
yùbei	prepare	V	3
yùng	use	V	4
	with	CV	11
ywǎn	far	Adj	11
ywē	date, make an appointment	V	7
ywèdwèi	musical band	N	9

STRUCTURAL PATTERNS IN LEVEL ONEUnit I

1. S Adj

Ní hǎu a.

2. S A Adj

Wó hěn máng.

3. S V N

Tā shì lǎushī

4. N N

Wáng Lǎushī5. Negative Forms with BuTā búshì Yīngwén lǎushī.Nǐ bùmáng ma?Wǒ bùhěn máng.

6. Question Forms

(a) Affirmative Statement with MaTā shì Wáng Lǎushī ma?(b) Negative Statement with MaNǐ bùmáng ma?

(c) Simple Choice-Type Question

Nǐn bùmáng ma?

(d) Question with Question Word

Tā shì shéi a?

7. Answer Forms

(a) Repetition of the Verb of the Question

Lǎushī máng bumáng?

Wó hěn máng.

(b) Omission of the Subject of the Question

Tā shì shéi a?

Shì Wáng Lǎushī.

Unit II

1. S V O

Wó yǒu Jūngwén.

2. O S V

Dàrán shènwèi, wǒ dōu syīhwan.

3. Nde N

Jāng Měi-fāngde yīshang4. Negative Form with MéiWǒ méiyou Yīngwén.5. Different Senses with DōuJūngwén Yīngwén dōu rúngyi.Jūngwén Yīngwén bùdōu rúngyi.Jūngwén Yīngwén dōu bùrúngyi.

6. Question Forms

(a) Choice-Type Question with Object

Nǐ kàn dyànshì bùkàn?

Nǐ yǒu méiyǒu Yīngwén?

(b) Choice between Two Subjects

Jūngwén nán, Yīngwén nán?

(c) Choice between Two Predicates

Nǐ syǐhwan dàrán, syǐhwan shèhwèi?

Unit III

1. S CV PW (N) V

Wǒ dào nèr chū.

2. Purpose of Going

(a) S CV O V PE

Nǐ dào túshūgwǎn chū dzwò shémma?

(b) S CV O PE V

Nǐ dào túshūgwǎn dzwò shémma chū?

(c) S CV O V PE V

Nǐ dào túshūgwǎn chū dzwò shémma chū?

3. Completed Action with -Le

Wǒ yǐjīng kànle.

4. Incomplete Action with Mei

Wǒ hái méiyùbei ne.

5. Question Forms of Completed and Incomplete action

Nǐ yùbeile ma?

Nǐ yùbeile méiyóu?

Nǐ yùbeile méiyùbei?

Nǐ méiyùbei ma?

6. PW You N

Nèige jwōdz shang yǒu Jūngwen dzdyǎn.

7. Omission of Subject and Object .

(Ní) yǒu (Jūngwen dzdyǎn) ma?

(Nèr) Yě méiyóu (Jūngwen dzdyǎn).

8. A Sentence as an Object

Nǐ jǐrdau wōmen něityan kǎu shùsywé ma?

9. Sp-M N

Jèige jwōdz

10. Question Words in a Sentence

(a) Question and Answer

Wōmen něityan kǎu shùsywé?

Wōmen Shrywe báhau kǎu shùsywé.

(b) Without Question Suffix Ma

Ní jǎu shémma shū?

Unit IV1. Changed Status with -Le

(a) With Adjectives

Wǒ èle.

(b) With Auxiliary Verbs

Wǒ bùnéng dzài chǐ ròu le.

2. Sentence with Auxiliary Verbs

Wǒ hwèi yùng kwàidz.

3. Omission of Subject with Yǒu

(Jèr) yǒu jī, yé yǒu yú.

4. Multiple Objects

(a) S V O, ye V O, ...

Yǒu jī, yé yǒu yú.

(b) S V O, V O

Wǒ jyòu chīr yípár chīngtsài, hē yìbēi nyóunǎi.

(c) S V O, O, O,

Wǒ yào yíkwài jājī, yípyàr myànbāu, yìwǎn tāng.

5. N-ne Question Form

Wó syǎng chīr nyóupái. Nǐ ne?

6. Nu-M N

Yípár chīngtsài

7. ProN(N) PW

Tāmen nèr

8. S yi-M (N) dōu negV

Nǐ yìdyār ròu dōu bùchīr ma?

Unit V

1. S V indO dirO

Chíng nǐ géi wǒ yìběn dǎde.

2. Changed Status with -Le (negative verb)

Wǒ bumǎile.

3. Sums of Money

Lyǎngwan-chīchyan-wúbai-szshrkwai-lyòumau-èrfen chyán.

4. -De in Computing

Jyòumau chyánde lyǎngmau-wū, yíkwai-yímau-wū.

5. In quiring about Prices

Jèiyàngrde dwōshau chyán?

Nèisyē mài shémma jyàchyán?

6. Positions of Apiece

Wūkwai chyán yìběn.

Yìběn wūkwai chyán.

7. Modification with Adjectives

Wōmen yóu hǎu gāngbǐ.

Wōmen yóu hǎude gāngbǐ.

Wōmen yóu hǎude.

Unit VI

1. S dzai PW

Bàba dzài jyā ma?

2. Continuance with Ne

Tā dzài lóushang dǎ máuyī ne.

3. Tsúng Láí Pattern

Ní jyějye tamen tsúng syāngsya láí.

4. Probability with Ba

Mā, fàn kwai hǎule ba.

5. Request with Ba

Ní bǎiyibǎi jwōdz ba.

6. Imminent Change of Status with Le
Mā, fàn kwài hǎule ba.
7. N Sp-M N
Dzwõbyār nèige chōuti li
8. ProN N
Ní jyějye
9. S V PE
Wǒ chyù jyàn tamen lái chřfànle.

Unit VII

1. S dzwò N chyù (lái)
Wōmen dzwò chē chyù.
2. S Vle O, jyòu
Wǒ chřle dzāufàn, jyòu chyù.
3. Imminent Action with -Le
Wó dēi chyù chř wānfàn le.
4. Telling Time by the Clock
shrdyan jūng
shrdyan-yíkè
jyóudyan wūfen
lyòudyan chà yifen
sāndyanbàn
jwǔn szdyan jūng
jyóudyan dwō

5. Larger Unit of Time

míngtyan dzāushang shrdyan jūng

6. Inquiring about the Time of Day

Syàndzài jídyan jūng (le)?

Shémma shrhóu (le)?

Unit VIII

1. S Vde Adj

Wómen wárde jēn gāusyīng.

2. S yiv (O), (S) jyòu V (O)

Tā yìwǎnle, jyòu méi byéde shr le.

3. Choice-type Question Emphatic

Wǒ dài yìhé bīnggān ne, háishr dài yìlǒur shwéigwǒ?

4. Ne with Questions

Wǒ shr dài yìhé bīnggān ne, háishr ?

Ní syāng sùng shémma lǐ ne?

Wó syāng chř nyóupái. Nǐ ne?

Unit IX

1. (S) Vde N

Tāmen chwānde jrdú ...

2. Vde Sp-M N

jřhwēide nèiwèi syáu.iye

3. Describing Manner with an Object

Gú dāde jēn hǎu a.

(S) O Vde Adj

Nǐ chānggēr chàngde tsái hǎu ne.

S V O, Vde Adj

4. Expressing Manner in Command

Kwài lái.

Kwài dyār lái.

Unit X1. Experience with Gwo

Wó jyějye shwōgwo

2. Degree of Comparison with Geng and Dzwei

Tsāisède jyòu gèng hāule.

Wǒ dzwèi syīhwan jèige nyújújyāu.

3. Yàushr ... jyòu ... Structure

Yàushr jèige dyānyīngr shr tsāisède jyòu gèng hāule.

Unit XI1. Distance with Lí

Jūng-shān Lù lí jèr ywǎn buywǎn?

2. Ordinal Numbers

dīyī, dièrge, dichíge

3. S V dàu ... chyù (lái)

Nín nèige bāugwó yě jì dàu Měigwo chyù ma?

4. Yǒu in Measurement

Chēngyicheng yǒu dwó jùng?

Unit XII

1. S V dzái PW Construction

Wǒ dzwò dzái chwānghu pāngbyār.

2. Shr de Construction
Dàgài shr dàu Hángjou chyùde
3. Occasion and Occurrence with -Tsz and -Hwéi
Diyítsz shr chyánnýán dzwòde.
Wǒ dzwògwo háujihwéi.
Wǒ dzwòle lyángtsz hwöchē le.
3. Comparison with Bí
Chwán bí hwöchē gēn fēijī dōu màn.

Unit XIII

1. Inclusiveness and Exclusiveness
Nà swéibyàn shéi dōu kéyi.
2. Continuance with -Je
Ní dēngje.
Kāije chwānghu shwéi.
Mén kwiije ne.
3. The Ba Construction
Ní bǎ shétou shēnchūlái.
4. Comparison with Yidyār or -De Dwō
Wǒ jèihwěr yǐjing jywéde háude dwōle.
Wó yǐjing hǎu yidyār le.
5. Specific Relative Time with -De Shrhōu
Shwèijyàude shrhōu byé bǎ chwānghu kāide tài dà.

Unit XIV

1. Co-verb of Agent

Chyóu bèi Húngdwèi chyángdzòule.

2. Comparison

Jèi lyǎngdwèi, nēidwèi syíng a?

3. Clauses Functioning as Nouns

shòulande, màibàude, màipyàude

Unit XV

1. Similarity and Dissimilarity

Nèrde tyānchi gēn Sūjou yiyàng.

Nèrde tyānchi gēn Sūjou yiyàng hǎu.

Chángchéng jēn yǒu yíwànli nēmma cháng ma?

2. Measured Objects and -Le

Wǒ dzài nèr jùle lyǎngge ywè.

Wǒ dzài jèr jùle lyǎngge ywè le.

3. Indefinite Numbers

s̄z-wǔtyānde hwōchē

CLASSROOM EXPRESSIONS

Bǎ shū héshang.	Please close the book.
Chǐng bǎ shū dākāi.	Please open the book.
Chǐng byé shwōhwà.	Please don't talk.
Dì.....kè.	Lesson.....
Dì.....yè.	Page.....
Chǐng shwō Jūnggwo hwà.	Please speak Chinese.
Chǐng byé shwō Yīngwèn.	Please don't speak English.
Chǐng dàdyǎr shēng shwō.	Please speak a little louder.
Chǐng gēnje wǒ yīkwàr nyàn.	Please read with me.
Wǒ nyàn yíjyù, nǐ gēnje nyàn yíjyù.	I read a sentence, you repeat after me.
Nǐ dǔngle ma?	Did you understand?
Hái yǒu méiyǒu wèntí?	Do you have any more question?
Jèijyù hwà shr shéma yìsz.	What does this sentence mean?
Nǐ tīngdejyàn ma?	Can you hear me?
Chǐng hwéidá wǒde wèntí.	Please answer my question.
Syàndzài bèishū.	Now, recite.
Chǐng nǐ bèi.	Please recite.
Syàndzài tīngsyé.	Now, dictation.
Cnǐng nǐ dzài hēibǎn shang syě.	Please write on the chalkboard.
Chǐng búyào kàn shū.	Please don't look at the book.
Chǐng tsátsa hēibǎn.	Please erase the chalkboard.
Syàndzài wǒmen tīng lùyīndài.	Let's listen to the tape.
Shrhòu dàule.	Time is up.
Syàkè.	The class is dismissed.

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3

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Chinese Ceramics Thru the Ages (Athena, mp, 1952, 20 min, sd, color (Chinese art ser), \$185, rent \$10, jh-ad). Shows the evolution of Chinese ceramics from neolithic earthenware to pure porcelain.

Chinese Jade Carving (Athena, mp, 1950, 10min, sd, color (Art of China ser), \$100, el-ad). The five fundamental steps in jade carving, an art as old as China itself. Magnificent jade examples are exhibited in close-up. Also expresses the fundamental attitudes of the Chinese master craftsman that the combination of human faith, patience and perseverance is the only way to the world of beauty.

Chinese Painting Thru the Ages (Athena, mp, 1952, 20 min, sd, color (Chinese art ser), \$185, rent \$10, jh-ad). How the Chinese painters evolved their theory and practice, and what Chinese painting has to offer world art.

Chinese Sculpture Thru the Ages (Athena, mp, 1952, 20 min, sd, color (Chinese art ser), \$185, rent \$10, jh-ad).

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Classical Music of China (Lyricord 27, one 10 disc). Formerly in Musicraft Album 44. Wei Chung Loh playing on ancient instruments.

UNIT I -

FOR TEACHER

Chinese-Mandarin Teaching
Material Development Project
San Francisco State College

UNIT 1

THE FIRST DAY OF SCHOOL

On the first day of school, Student A encounters his teacher, Mr. Wáng, at the entrance to the school. He greets his teacher. A moment later his schoolmate, Student B, also arrives at the gate. The students exchange remarks and proceed to enter the school.

1

Cut out

Lāushr̄ dzāu.
Dzāu, ní hāu a!

2

Cut out

Hāu. Lāushr̄, nín máng bumáng?
Wó hēn máng. Nǐ bumáng ma?
Wǒ bùhēn máng.

3

Cut out

Dzàijyàn.
Lāushr̄ dzàijyàn.

4

Cut out

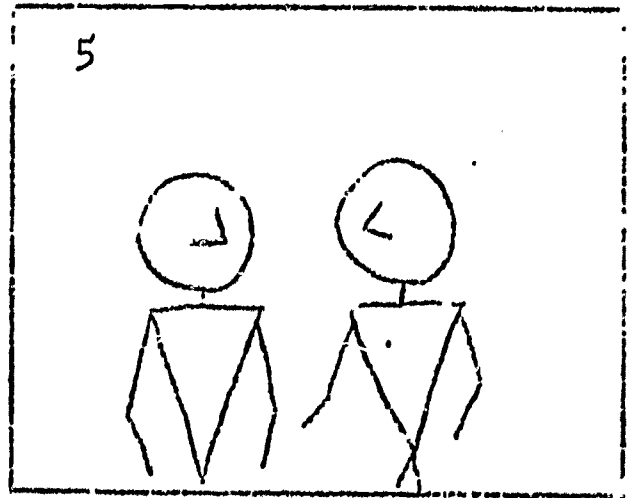
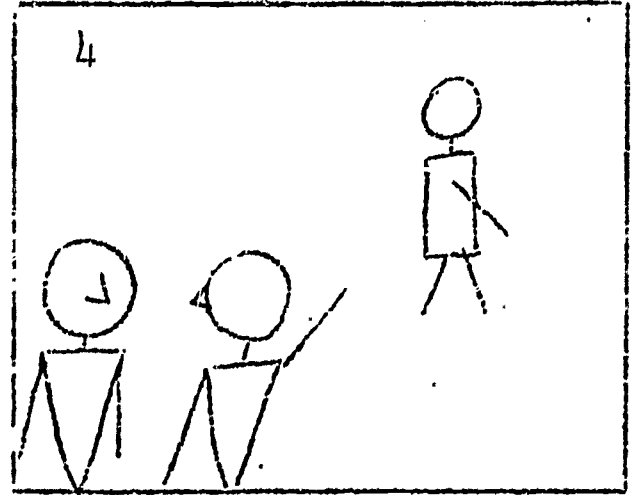
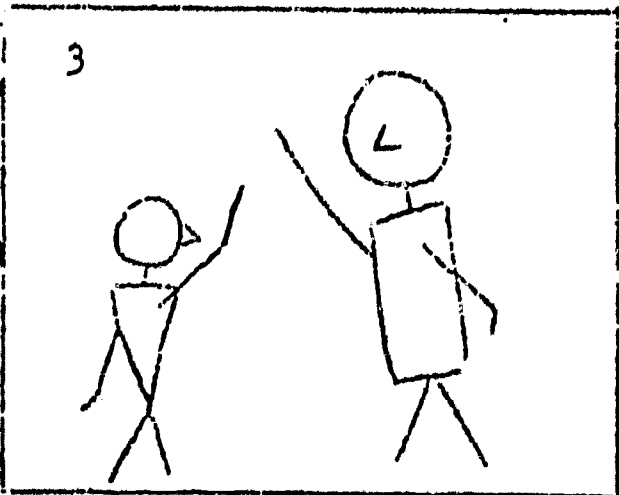
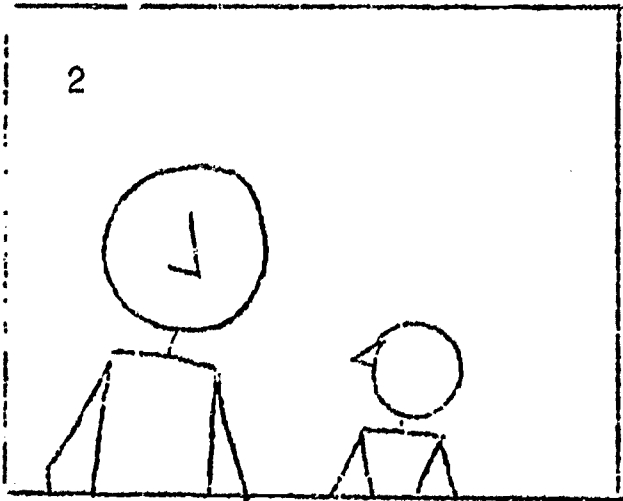
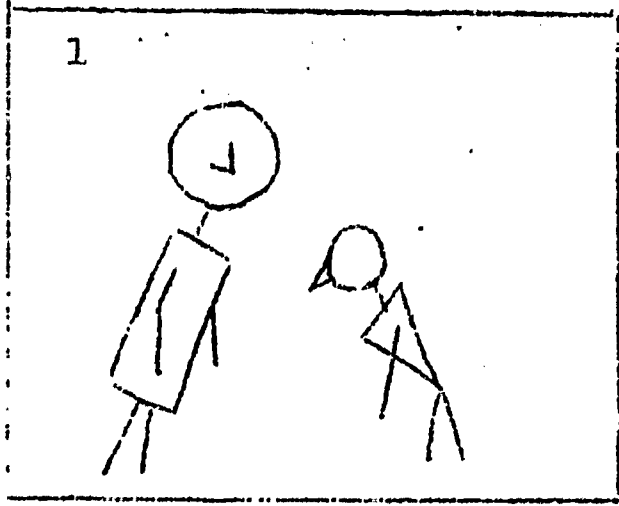
Tā shr̄ shéi a?
Tā shr̄ Wáng Lāushr̄.

5

Cut out

Tā shr̄ Yīngwen laushr̄ ma?
Tā búshr̄ Yīngwen laushr̄.
Tā shr̄ Jūngwen laushr̄.

..... Cut along line



DIALOGUE

- Sywésheng Yī: Lǎushǐ dzǎu.
- Wáng Lǎushǐ: Dzǎu, ní hǎu a!
- Sywésheng Yī: Hǎu. Lǎushǐ, nín máng bumáng.
- Wáng Lǎushǐ: Wó hěn máng, Nǐ bù máng ma?
- Sywésheng Yī: Wǒ bù hěn máng.
- Wáng Lǎushǐ: Dzàijyàn.
- Sywésheng Yī: Lǎushǐ dzàijyàn.
-
- Sywésheng Èr: Tā shì shéi a?
- Sywésheng Yī: Tā shì Wáng Lǎushǐ.
- Sywésheng Èr: Tā shì Yīngwen laushǐ ma?
- Sywésheng Yī: Tā bú shì Yīngwen laushǐ. Tā shì Jūngwen laushǐ.

Student A: Good morning, sir.

Mr. Wang: Good morning, How are you!

Student A: Fine. Are you busy?

Mr. Wang: I am very busy. Aren't you?

Student A: Not too busy.

Mr. Wang: Good-bye.

Student A: Good-bye, sir.

Student B: Who is he?

Student A: He is Mr. Wáng.

Student B: Is he an English teacher?

Student A: He is not a teacher of English. He is a teacher of Chinese.

SUMMARY

1. The Sounds

a. Initials

dz	<u>dzǎu</u>	m	<u>máng</u>
n	<u>nǐ</u>	j (retroflex.)	<u>Jǔngwén</u>
t	<u>tā</u>	h	<u>hǎu</u>
sh	<u>shǐ</u>	b	<u>bù</u>
w	<u>wō</u>	s (y)	<u>sywésheng</u>
l	<u>lǎushǐ</u>	j (y, i)	<u>dzàijyàn</u>
y	<u>Yǐngwén</u>		

b. Finals

au	<u>dzǎu</u>	ung	<u>Jǔngwén</u>
i	<u>nǐ</u>	en	<u>hěn</u>
a	<u>tā</u>	o	<u>wō</u>
r	<u>shǐ</u>	ai	<u>dzàijyàn</u>
ei	<u>shéi</u>	an (y)	<u>dzàiyàn</u>
ang	<u>máng</u>	in	<u>nín</u>
ing	<u>Yǐngwén</u>	e (y, yw)	<u>sywésheng</u>
u	<u>bù</u>	eng	<u>sywésheng</u>

c. Tones

(1) Tone Sandhi:

Nǐ hǎu becomes Ní hǎu.

(2) Neutral Tone:

Yǐngwén lǎushǐ becomes Yǐngwén lǎushǐ.

(3) Tones on Bu:

bùmáng, bùhěn, but búshǐ.

2. Vocabulary

a. Nouns

Tā shǐ Wáng Lǎushī.

Tā shǐ Yīngwén laushī ma?

Tā shǐ Jūngwén laushī.

Lǐ Syānsheng shǐ shéi a?

Wǒ shǐ sywésheng.

b. Pronouns

Wó hěn máng.

Nǐ bùmáng ma?

Tā shǐ shéi a?

Nín máng bùmáng?

Wǒmen hěn máng.

Nǐmen búshǐ sywésheng ma?

Tāmen bùhěn máng.

c. Verbs

Tā shǐ Wáng Lǎushī.

Nǐ wèn tā, tā shǐ shéi.

d. Adjectives

Lǎushī dzǎu.

Nǐ hǎu a.

Wó hěn máng.

e. Adverbs

Wó hěn máng.

Tā búshì Yīngwen laushī.

f. Particles

Nǐ bùmáng ma?

Tā shì shéi a?

g. Idiomatic Expression

Lāushī dzàijyàn.

3. Structural Patterns

a. S Adj

Nǐ hǎu a.

b. S A Adj

Wó hěn máng.

c. S V N

Tā shì lāushī.

d. N N

Wáng lāushī

e. Negative Forms with Bu

Tā búshì Yīngwen laushī.

Nǐ bùmáng ma?

Wó bùhěn máng.

f. Question Forms

(1) Affirmative Statement with MaTā shè Wáng Lǎushǐ ma?(2) Negative Statement with MaNǐn bù máng ma?

(3) Simple Choice-Type Question

Nǐn máng bumáng?

(4) Question with Question Word

Tā shè shéi a?

g. Answer Forms

(1) Repetition of the Verb of the Question

Lǎushǐ máng bumáng?

Wǒ hěn máng.

(2) Omission of the Subject of the Question

Tā shè shéi a?

Shè Wáng Lǎushǐ.

THE SOUNDS

1. Initials

The following are the initials found in Unit I:

dz	<u>dz</u> ǎu, dzǎi <u>ji</u> ǎn
n	<u>n</u> ǐ, <u>n</u> ǐn
t	<u>t</u> ǎ
sh	<u>sh</u> ǐ, lǎ <u>sh</u> ǐ, <u>sh</u> éi, sywé <u>sh</u> eng
w	<u>w</u> ǎng, Y <u>ing</u> wén, <u>w</u> ǒ
l	<u>l</u> ǎ <u>sh</u> ǐ
y	<u>y</u> ingwén, <u>y</u> ǐ
m	<u>m</u> a, - <u>m</u> en, <u>m</u> ǎng
j (retroflex)	<u>j</u> ingwén
h	<u>h</u> ǎu, <u>h</u> ěn
b	<u>b</u> ù
s(y)	<u>s</u> ywésheng
ǰ(y, i)	dzǎi <u>ǰ</u> ǎn

2. Finals

The following are the finals found in Unit I:

au	dzǎ <u>u</u> , lǎ <u>u</u> shǐ, <u>h</u> ǎu
i	<u>n</u> ǐ
a	<u>t</u> ǎ, <u>m</u> a
r	<u>sh</u> ǐ, lǎ <u>sh</u> ǐ
ei	<u>sh</u> éi
ang	<u>w</u> ǎng, <u>m</u> ǎng
ing	<u>y</u> ingwén

u	<u>bù</u>
ung	<u>Jungwén</u>
er	<u>wǒmen</u> , <u>nimen</u> , <u>tāmen</u> , <u>hěn</u> , <u>Yīngwén</u> , <u>Jungwen</u>
o	<u>Wǒ</u>
ai	<u>dzâijyân</u>
an (y)	<u>dzâijyân</u>
in	<u>nín</u>
e (y, yw)	<u>sywésheng</u>
eng	<u>sywésheng</u>

3. Tones

- a. There are in this lesson the following examples of tone sandhi:

Nǐ hǎu becomes Ní hǎu

Hěn míng becomes hěn (pronounced low but without a rising ending) máng

- b. The lau in Yīngwen laushī becomes toneless because it follows the unstressed syllable wen, and the natural flow of the sounds does not, if without any special reason for it, make the speaker dip his pitch to give lau its final tone movement. Hereafter in this text, all unstressed (toneless) syllables are shown without tone marks.

UNIT I - T 3

- c. The negative adverb bù is pronounced with a falling tone, except when it is followed by another falling tone, in which case it changes to a rising tone:

bùmáng, bùhěn, but bùshì.

VOCABULARY

1. Nouns

Wáng	a common Chinese surname
lǎushī	teacher, Mr. (especially when student addresses his teacher)
Yīngwén	the English language
Jīngwén	the Chinese language

2. Pronouns

wǒ	I, (me)
nǐ	you (singular)
tā	he, (him)
nín	a polite form of <u>nǐ</u> , very commonly used in North China
shéi	who

3. Verb

shì	to be
-----	-------

4. Adjectives

dǎo	early, good morning
hǎo	good, well
máng	busy

5. Adverb

hěn

very, quite

bù

not, no (to facilitate reading the Romanized transcription, bu will be attached to the word it qualifies.)

6. Particles

ma

sentence suffix used to convert a declarative sentence into an interrogative sentence.

Tā shì Yīngwēn laushì ma?

Nǐ bùmáng ma?

a

sentence suffix, suggesting exclamation

Tā shì shéi a?

7. Idiomatic expression

dzàijyàn

goodbye. see you again.

SUPPLEMENTARY VOCABULARY

1. Nouns

Lǐ	a Chinese surname
sywésheng	student
syānsheng	Mr., sir

2. Pronouns

wǒmen	we (us)
nǐmen	you (plural)
tāmen	they, (them)

3. Verb

wèn	ask
-----	-----

STRUCTURAL PATTERNS

1. Simple sentence with adjective S Adj
 Lǎushǐ dzǎu.
 Nǐ hǎu a.
2. Simple sentence with adverbial modifier S A Adj
 Wǒ hěn máng.
3. Equational sentence S V F
 Tā shì shí a?
 Tā shì Wáng Lǎushǐ.
4. Nouns modified by other nouns N N
 Wáng Lǎushǐ...
 Yīngwén Lǎushǐ.
5. Negative sentence with the negative adverb bu attached to verbs, adjectives, or adverbs.
 Tā bùshì Yīngwén Lǎushǐ.
 Nǐ bùmáng ma?
 Wǒ bùhěn máng.
6. Question forms
 - a. The most common type of question is structured by adding the particle ma to a statement. The word order of the sentence, whether negative or affirmative, is not changed.
 Statement (affirmative): Tā shì Yīngwén Lǎushǐ.
 Question: Tā shì Yīngwén Lǎushǐ ma?

A question of the simple type may also take the negative form:

 - Statement (negative): Tā bùmáng.
 - Question: Tā bùmáng ma?

- b. Another common pattern for a question is the choice type, formed by coupling the positive and negative forms of a verb or adjective. The stress always falls on the first or positive half of the verb or adjective unit in this type of question:

Statement: Nín máng.

Question: Nín máng bù máng?

Note: The particle ma is not used in a choice type question.

- c. A question may be formed by the use of "question words," e.g., shéi, shénme (who, what), etc. In English, the word order of a statement is changed in order to make a question. Thus, "Who is he?" in Chinese the same pattern is used for both statement and question. Consequently, the question and the answer word occupy exactly the same position in the respective sentences:

Tā shì shéi a?

Tā shì Wáng Lǎushī.

7. Answer forms

- a. Answers to questions calling for "yes" or "no" answers are formed by repeating the verb of the question with or without a modifier.

Lǎushī máng bù máng?

Wó hěn máng. (or Wǒ máng; or Wǒ bù máng.)

- b. In short answers the subject is frequently omitted.

Tā shì shéi a?

Lǎushī máng bù máng?

Shì Wáng Lǎushī.

Hěn máng.

NOTES

1. Cultural Notes

a. In this unit a few most common expressions used in daily greetings are presented. Nín dǎo (Good morning, or You are early), and Nǐ hǎo a! (how are you, or You are well) are such expressions. A toneless a is frequently suffixed but never stressed. In addition, it must be borne in mind that the Chinese people quite commonly greet each other by asking, "Have you eaten (breakfast, lunch, dinner, etc., depending on the appropriate hour)?" or "Where are you going?" A slight bow usually accompanies. Handshaking is practiced among familiar friends or on very formal presentations. A teacher almost never shakes hands with his students.

b. The most common way of addressing a person politely in Chinese society is syāosheng which may be applied to men and not infrequently to women. The Chinese high school student, however, invariably addresses his teacher, man or woman, as lǎushī, placing it after the teacher's surname when a surname is used.

c. As in most other living languages, there are several common expressions in Chinese used at the parting of two conversants. Dzàijyàn is but one of them and perhaps the most generally used.

2. Pedagogical Notes

a. During the very first hour, explain briefly the principles of learning a foreign language and what the students are expected to do and why.

- b. Describe briefly, with the aid of a wall map, the land and the people of China, and the main significance of her culture.
- c. Introduce one or two exchanges of classroom expressions each until all the needed expressions, as listed Appendix , are learned.
- d. Use chalk board or a felt board to illustrate the situation of the unit and the characters involved.
- e. As has been discussed before under the "Unit Teaching Procedures," the teacher is to keep constantly in mind the precise objectives of each unit. In this unit the teacher's responsibility is to familiarize the student with the sound patterns, structural features, and vocabulary items and their functions thus far introduced. These points are described in the notes and re-outlined in the summary of this unit. A glance at the summary will enable the teacher to judge if certain features and items still need reinforcement before attempting an evaluation of the student's progress at the completion of this unit.
- f. It is to be noted that the answer forms explained in the notes and elsewhere are not so identified in the summary because the summary is also meant for the student to have at an appropriate time and to keep on hand for review purposes. Since the answer forms are, strictly speaking, not new forms drastically different from the question forms, to stress them as clearly identifiable forms might mislead the student into thinking that there are too many sentence patterns to be mastered.

g. In the "Progress Evaluation" at the end of this unit, there is a section designed to check on the student's "Reading." This means, at this stage, an evaluation of the student's ability to recognize the romanized transcription and be able to use it effectively as a helpful tool to his future study. This section of evaluation, of course, can not be used until the transcription system has been explained and drills carried out during the period when this unit is studied.

A reminder: If your students have not yet mastered the sounds you have taught them so far, don't show them the transcription because it will tend to mislead them and make their imitation of the correct models twice as difficult. In such a case, just postpone the use of this part of evaluation.

If the students have already become quite fluent in reproducing the dialogue and its variations with correct pronunciation and if it is observed that they are groping for some system of transcription or even inventing their own to help them in noting down certain things, then you may proceed with the introduction of the Romanization system. Don't give it to them all at once. Give them enough only to cover the sounds they have already learned. Exercises and drills similar to the "Reading" in the evaluation section may be easily structured and used as variations from the classroom oral drill whenever such variations are psychologically and pedagogically desirable. Don't over use them.

FLUENCY DRILL

Dzǎu.

Nín dzǎu.

Lǎushǐ dzǎu.

Wáng Lǎushǐ dzǎu.

Hǎu.

Nín hǎu.

Nín hǎu ma?

Lǎushǐ, nín hǎu a!

Máng.

Nín máng.

Lǎushǐ máng.

Wáng Lǎushǐ máng.

Máng.

Bùmáng.

Wǒ bùmáng.

Nǐ bùmáng.

Tā bùmáng.

Máng.

Bùmáng.

Máng bùmáng?

Nǐmen máng bùmáng?

Tāmen máng bùmáng?

Máng.

Hěn máng.

Bùhěn máng.

Wǒ bùhěn máng.

Wǒmen bùhěn máng.

Lǎushǐ.

Lǐ Lǎushǐ.

Shǐ Lǐ Lǎushǐ.

Tā shǐ Lǐ Lǎushǐ.

Sywésheng.

Shǐ sywésheng.

Búshǐ sywésheng.

Tā búshǐ sywésheng.

REPETITION DRILLLǎushr̄SywéshengAdjectives

Nín dzǎu.

(Student repeats after the model.)

Lǎushr̄ dzǎu.

Nín hǎu a!

Lǎushr, nín hǎu a!

Wōmen hěn máng.

Tāmen bùhěn máng.

Shr̄

Wǒ shr̄ sywésheng.

Nǐ shr̄ sywésheng.

Tā shr̄ lǎushr̄.

Tā shr̄ Wáng Lǎushr̄.

Nín shr̄ Jūngwen laushr̄.

Lǐ Lǎushr̄ shr̄ Yīngwen laushr̄.

Búshr̄

Wǒ búshr̄ lǎushr̄.

Nǐ búshr̄ lǎushr̄.

Tā búshr̄ sywésheng.

Nín búshr̄ sywésheng.

Wáng Lǎushr̄ búshr̄ Yīngwen laushr̄.

Lǐ Lǎushr̄ búshr̄ Jūngwen laushr̄.

Question Form - Ma

- Tā máng ma?
Nǐ hěn máng ma?
Tā shì sywésheng ma?
Nín shì lǎushī ma?
Lǐ Lǎushī shì Jūngwen laushī ma?

Question Form - Negative

- Tā bù máng ma?
Tāmen bù máng ma?
Nǐmen bú shì sywésheng ma?
Nín bú shì Wáng Lǎushī ma?
Tā bú shì Jūngwen laushī ma?
Lǐ Lǎushī bú shì Yīngwen laushī ma?

Question Form - Choice-Type

- Nín máng bumáng?
Nǐ shì bú shì sywésheng?
Lǐ Lǎushī máng bumáng?
Nǐmen shì bú shì sywésheng?
Tāmen shì bú shì lǎushī?
Lǐ syānsheng shì bú shì lǎushī?

Question Form - Question Word

Tā shì shéi a?

Nín shì shéi a?

Lǐ Láushī shì shéi a?

Wáng Lāushī shì shéi a?

Lǐ Syānsheng shì shéi a?

Wáng Syānsheng shì shéi a?

SUBSTITUTION DRILLLaushr

Nǐ máng ma?

Tā

Nǐmen

Tāmen

Wáng Lǎushī

Lǐ Syānsheng

Wó hěn máng.

Wǒmen

Lǎushī

Sywésheng

Lí Lǎushī

Wáng Syānsheng

Tā bù máng ma?

Nǐn

Nǐmen

Tāmen

Wáng Lǎushī

Lǐ Syānsheng

Sywesheng

Nǐ máng ma?

Tā máng ma?

Nǐmen máng ma?

Tāmen máng ma?

Wáng Lǎushī máng ma?

Lǐ Syānsheng máng ma?

Wó hěn máng.

Wǒmen hěn máng.

Lǎushī hěn máng.

Sywésheng hěn máng.

Lí Lǎushī hěn máng.

Wáng Syānsheng hěn máng.

Tā bù máng ma?

Nǐn bù máng ma?

Nǐmen bù máng ma?

Tāmen bù máng ma?

Wáng Lǎushī bù máng ma?

Lǐ Syānsheng bù máng ma?

Wǒ bùmáng.
 Wōmen
 Lǎushīr
 Sywēsheng
 Lǐ Lǎushīr
 Wáng Syānsheng

 Wǒ bùhēn máng.
 Nǐ
 Tā
 Wōmen
 Nǐmen
 Tāmen

 Nǐ máng bumáng?
 Tā
 Nǐmen
 Tāmen
 Wáng Lǎushīr
 Lǐ Syānsheng.

Wǒ bùmáng.
 Wōmen bùmáng.
 Lǎushīr bùmáng.
 Sywēsheng bùmáng.
 Lǐ Lǎushīr bùmáng.
 Wáng Lǎushīr bùmáng.

 Wǒ bùhēn máng.
 Nǐ bùhēn máng.
 Tā bùhēn máng.
 Wōmen bùhēn máng.
 Nǐmen bùhēn máng.
 Tāmen bùhēn máng.

 Nǐ máng bumáng?
 Tā máng bumáng?
 Nǐmen máng bumáng?
 Tāmen máng bumáng?
 Wáng Lǎushīr máng bumáng?
 Lǐ Syānsheng máng bumáng?

Tā shǐ shéi a?

Nǐn

Tāmen

Nǐmen

Lǐ Lǎushǐ

Wáng Syānsheng

Wǒ shǐ sywésheng.

Nǐ

Tā

Nǐmen

Wǒmen

Tāmen

Tā shǐ Jūngwen laushǐ.

Wǒ

Tāmen

Wǒmen ..

Wáng Lǎushǐ

Lǐ Syānsheng

Tā shǐ shéi a?

Nǐn shǐ shéi a?

Tāmen shǐ shéi a?

Nǐmen shǐ shéi a?

Lǐ Lǎushǐ shǐ shéi a?

Wáng Syānsheng shǐ shéi a?

Wǒ shǐ sywésheng.

Nǐ shǐ sywésheng.

Tā shǐ sywésheng.

Nǐmen shǐ sywésheng.

Wǒmen shǐ sywésheng.

Tāmen shǐ sywésheng.

Tā shǐ Jūngwen laushǐ.

Wǒ shǐ Jūngwen laushǐ.

Tāmen shǐ Jūngwen laushǐ.

Wǒmen shǐ Jūngwen laushǐ.

Wáng Lǎushǐ shǐ Jūngwen laushǐ.

Lǐ Syānsheng shǐ Jūngwen laushǐ.

Wǒ búshì Yīngwén laushī.

Tā

Wǒmen

Tāmen

Lǐ Lǎushī

Wáng Syānsheng

Wǒ búshì Yīn wén laushī.

Tā búshì Yīngwén laushī.

Wǒmen búshì Yīngwén laushī.

Tāmen búshì Yīngwén laushī.

Lǐ Lǎushī búshì Yīngwén laushī.

Wáng Syānsheng búshì Yīngwén laushī.

REPLACEMENT DRILLLǎushǐSywésheng

Nǐ hǎu a!

máng

Nǐmen

hǎu

Tā shì Jūngwén lǎushǐ.

Yīngwén lǎushǐ

Wǒ

sywésheng

Tā búshì Wáng Lǎushǐ.

Lǐ Syānsheng

Nǐ

Wáng Syānsheng

Nǐ hǎu a!

Nǐ máng a!

Nǐmen máng a!

Nǐmen hǎu a!

Tā shì Jūngwén lǎushǐ.

Tā shì Yīngwén lǎushǐ.

Wǒ shì Yīngwén lǎushǐ.

Wǒ shì sywésheng.

Tā búshì Wáng Lǎushǐ.

Tā búshì Lǐ Syānsheng.

Nǐ búshì Lǐ Syānsheng.

Nǐ búshì Wáng syānsheng.

RESPONSE DRILLLǎushǐrSywésheng

Nǐ máng ma?

(hěh)

(bù)

(bùhěh)

Wó hěh máng.

Wǒ bùmáng.

Wǒ bùhěh máng.

Nǐ bùmáng ma?

(hěh)

(bù)

(bùhěh)

Wó hěh máng.

Wǒ bùmáng.

Wǒ bùhěh máng.

Nǐmen máng bumáng?

(hěh)

(bù)

(bùhěh)

Wǒmen hěh máng.

Wǒmen bùmáng.

Wǒmen bùhěh máng.

Tā shì shéi?

(Wáng Lǎushǐr)

(Lǐ Syānsheng)

(Yīngwen laushǐr)

(Jūngwen laushǐr)

Tā shì Wáng Lǎushǐr.

Tā shì Lǐ Syānsheng.

Tā shì Yīngwen laushǐr.

Tā shì Jūngwen laushǐr.

Tā shì Wáng Lǎushǐr ma?

(shì)

(bùshì)

Tā shì Wáng Lǎushǐr.

Tā bùshì Wáng Lǎushǐr.

Tā búshì Lǐ Syānsheng ma?

(shì)

(búshì)

Tā shì Lǐ Syānsheng.

Tā búshì Lǐ Syānsheng.

Tā shì búshì Jūngwen laushì?

(shì)

(búshì)

Tā shì Jūngwen laushì.

Tā búshì Jūngwen laushì.

DIRECTED CONVERSATION

Lǎushī

Sywésheng

Nǐ wèn tā, tā shì shéi.

Nǐ shì shéi?

Wǒ shì (student's name)

Nǐ wèn tā, tā máng bumáng.

Nǐ máng bumáng?

Wǒ hěn máng.

Wǒ bù máng.

Wǒ bù hěn máng.

Nǐ wèn tā, tā shì sywésheng ma?

Nǐ shì sywésheng ma?

Wǒ shì sywésheng.

Nǐ wèn tā, tā shì lǎushī ma?

Nǐ shì lǎushī ma?

Wǒ bú shì lǎushī.

Wǒ bú shì lǎushī, wǒ shì sywésheng.

DIALOGUE EXPANSION

Wáng Lǎushī, nín hau a?

Nǒ hén hǎu.

Nín máng bumáng.

Nǒ bùhěn máng.

Lǐ Syānsheng shì shéi a?

Tā shì Jūngwen laushī.

Nín shì bushì Yīngwen laushī?

Wǒ búshì Yīngwen laushī. Wǒ shì sywésheng.

Tā shì Wáng Syānsheng ma?

Tā búshì Wáng Syānsheng. Tā shì Lǐ Syānsheng.

RHYMES

Wó dzǎu, nín dzǎu,

Lǎushǐ dzǎu.

Wǒ máng, nǐ máng,

Tā bù máng.

Wó hǎu, nín hǎu,

Lǎushǐ hǎu.

Dzàijyàn, dzàijyàn,

Lǎushǐ dzàijyàn.

PROGRESS EVALUATION

1. Pronunciation (On tape - utterances are spaced to permit the student to imitate.)

Lǎushǐ dzǎu.

Nǐ hǎu a.

Nǐn máng bumáng.

Wǒ shǐ sywésheng.

Wǒmen bùhěn máng.

Tā shǐ shéi a?

Tā shǐ Wáng Lǎushǐ ma?

Wǒ búshǐ Jūngwen laushǐ.

Lǐ Syānsheng shǐ Yīngwen laushǐ.

Dzàijyàn.

2. Listening and Speaking (Student listens to the tape and responds according to the proper sentence he has learned. Several correct responses to each utterance may be possible, but the most direct one taught and practiced in this unit is suggested in parentheses.)

Dzǎu.

(Nǐn dzǎu.)

Nǐ hǎu a.

(Hǎu.)

Nǐ máng bumáng?

(Wǒ bùhěn máng.)

Nǐ shǐ sywésheng ma?

(Wǒ shǐ sywésheng.)

Wáng Lǎushǐ shì Jūngwén laushǐ ma?

(Wáng Lǎushǐ shì Jūngwén laushǐ.)

Nǐ shì shéi a?

(Wǒ shì)

Dzàijyàn.

(Dzàijyàn.)

3. Reading (To be used after Romanization has been learned by the students)

Nín dzǎu.

Nǐmen máng ma?

Wó hěn máng.

Ní hǎu a.

Tā shì Jūngwén laushǐ.

Lǐ Syānsheng shì Yīngwén laushǐ.

Tā shì shéi a?

Wǒ shì sywésheng.

Lǎushǐ dzàijyàn.

UNIT II

FOR TEACHER

Chinese-Mandarin Teaching
Material Development Project
San Francisco State College

UNIT II

CONVERSATION DURING CLASS BREAK

Two students (the first one preferably a girl) talk about their clothing, school work, and after school life at home, during a class break.

CUE SHEET

UNIT II

1
CUT OUT

Jāng Měi-fāngde yīshang hén hāukān.
Nide yīshang yé hāukān.
Nārde hwà!

2
CUT OUT

Jintyan nǐ yǒu méiyǒu Yīngwén?
Wǒ méiyǒu Yīngwén, wǒ yǒu Jūngwén.

3
CUT OUT

Nide Jūngwén lǎushǐ shì bushǐ Jūngwo rén?
Tā búshǐ Jūngwo rén,
tā shǐ Měigwo rén.

4
CUT OUT

Jūngwén nán, Yīngwén nán?
Jūngwén Yīngwén dōu búshǐ.

5
CUT OUT

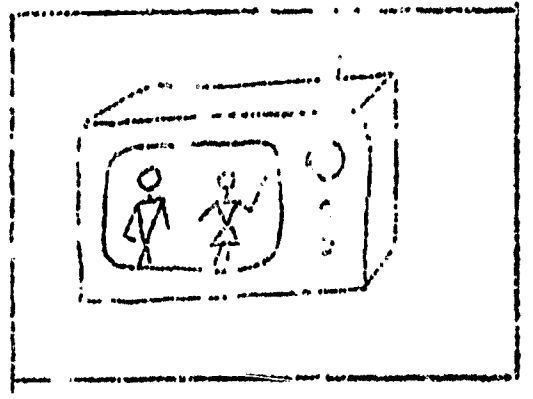
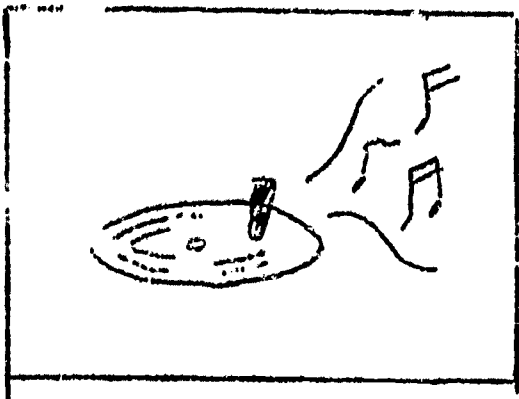
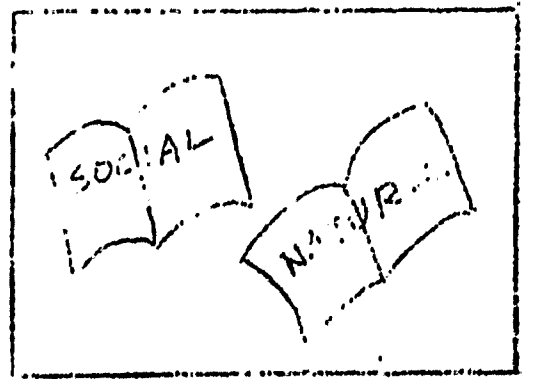
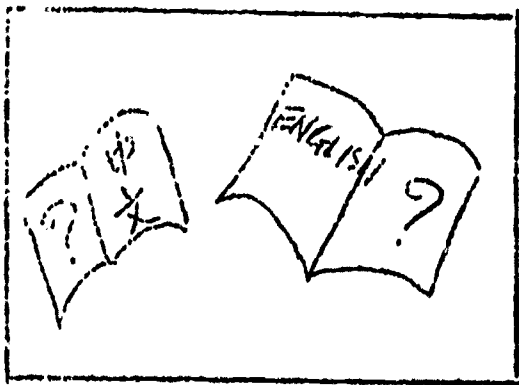
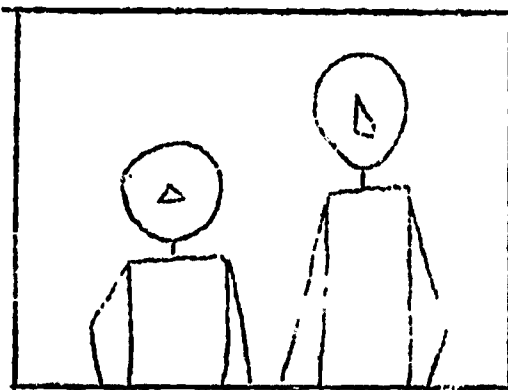
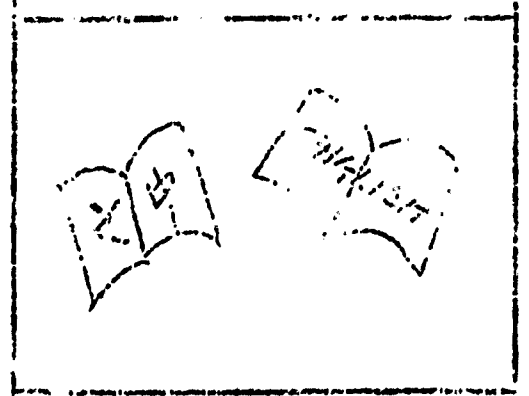
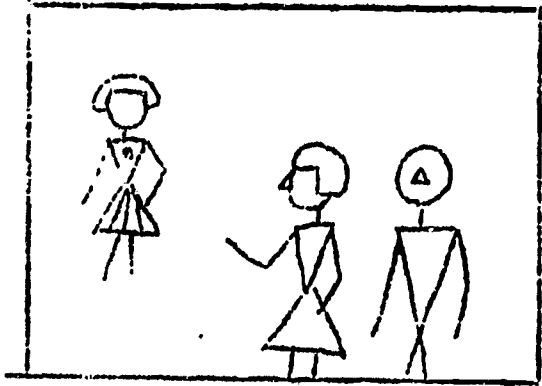
Nǐ syǐhwan dǎrǎn,
syǐhwan shǐhwéi?
Dǎrǎn shǐhwéi, wǒ lǎo syǐhwan.

6
CUT OUT

Nǐ jintyan wǎnshang dzwò shérma?
Wǒ jintyan wǎnshang tīng chāngpyār.

7
CUT OUT

Nǐ lǎn dyànshǐ búkǎn?
Wǒ chāngchāng kǎn dyànshǐ.



Card writing series

DIALOGUE

- Sywésheng Yī: Jāng Měi-fāngde yīshang hén hǎukàn.
- Sywésheng Èr: Nǐde yīshang yé hǎukàn.
- Sywésheng Yī: Nārde hwà!
- Sywésheng Èr: Jīntyan ní yǒu méiyǒu Yīngwén?
- Sywésheng Yī: Wǒ méiyǒu Yīngwén, wó yǒu Jūngwén.
- Sywésheng Èr: Nǐde Jūngwén laushī shì bushì Jūnggwo rén?
- Sywésheng Yī: Tā búshì Jūnggwo rén, tā shì Měigwo rén.
- Sywésheng Èr: Jūngwén nán, Yīngwén nán?
- Sywésheng Yī: Jūngwén Yīngwén dōu bùnán.
- Sywésheng Èr: Nǐ syīhwan dǎrán, syīhwan shèhwèi?
- Sywésheng Yī: Dǎrán shèhwèi, wǒ dōu syīhwan.
- Sywésheng Èr: Nǐ jīntyan wǎnshang dzwò shémǎ?
- Sywésheng Yī: Wǒ jīntyan wǎnshang tīng chāngpyār.
- Sywésheng Èr: Nǐ kàn dyànshì búkàn?
- Sywésheng Yī: Wǒ chāngchāng kàn dyànshì.

- Student A: Jāng Měi-fāng's clothes are pretty.
- Student B: So are yours.
- Student A: Thank you! (No, that's not true!)
- Student B: Do you have English today?
- Student A: I don't have English, I have Chinese.
- Student B: Is your Chinese teacher a Chinese?
- Student A: He is not Chinese, he is American.
- Student B: Is Chinese difficult, or is English difficult?
(Which is more difficult, Chinese or English?)
- Student A: Both Chinese and English are not difficult.
- Student B: Do you like natural science or social science?
- Student A: I like both natural and social science.
- Student B: What are you doing this evening?
- Student A: I'll play some records this evening.
- Student B: Do you ever watch television?
- Student A: I watch television quite often.

SUMMARY

1. The Sounds

a. Initials

f	Měi-fāng	r	rén
k	kàn	ch (retroflex)	chàngpyār
d	dōu	ch (y, i)	chyántyan
g	Měigwo	p	chàngpyār

b. Finals

e	shéma	ar	chàngpyār
ou	dōu	an	džrán

c. Tones

Tones on you

2. Vocabulary

a. Nouns

Jāng Měi-fāngde yīshang hén hǎukàn.Tā shrè Měigwo rén.Džrán shèhwèi, wǒ dōu syīhwan.Wǒ jīntyan wǎnshang tīng chàngpyār.Nǐ kàn dyànshrè búkàn?Nǐ méiyōu Fàwén, ní yǒu Déwén.Tā syīhwan Syībānyáwén.Jāng Měi-fāngde dàiyī hén hǎukàn.Wāng Lǎushrde máuyī hén hǎukàn.

b. Place Words

Tā búshì Jūnggwo rén, tā shì Měigwo rén.

Wōmen búshì Dégwo rén, wōmen shì Syībānyá rén.

Jāng Syānsheng búshì Fàgwo rén.

c. Pronoun

Nǐ jīntiān wǎnshang dzwò shémma?

d. Adjectives

Jāng Měi-fāngde yīshang hén hǎukàn.

Jūngwén nán, Yīngwén nán?

Dzrán shèhwèi dōu rúngyi.

e. Verbs

Wó yǒu Jūngwén.

Nǐ syīhwan dzrán, syīhwan shèhwèi?

Nǐ jīntiān wǎnshang dzwò shémma?

Wǒ jīntiān wǎnshang tīng chāngpyār.

Wǒ chāngchāng kàn dyànshì.

f. Adverbs

Níde yīshang yé hǎukàn.

Jūngwén Yīngwén dōu bùrán.

Wǒ chāngchāng kàn dyànshì.

Tā méiyóu Yīngwén.

g. Time Words

Nǐ jīntiān wǎnshàng dzwò shémǎ?

Wǒ míngtiān dzǎushàng kàn dǎnshù.

Dzǎotiān nǐ yǒu méiyǒu Syībānyáwén?

Nǐn chǎntiān wǎnshàng dzwò shémǎ?

Wǒ hòutiān wǎnshàng tīng chàngpǎyār.

h. Particle

Nǐde yīshàng yé hǎukàn.

i. Idiomatic Expression

Nārde hwà.

3. Structural Patterns

a. S V O

Wó yǒu Jūngwén.

b. O S V

Dzǎrán shèhwèi, wǒ dōu syǐhwan.

c. Nde N

Jāng Měi-fāngde yīshàng

d. Negative Form with Méi

Wǒ méiyǒu Yīngwén.

e. Different Senses with Dōu

Jūngwén Yīngwén: dōu rúngyi.

Jūngwén Yīngwén bùdōu rúngyi.

Jūngwén Yīngwén dōu bùrúngyi.

f. Question Forms

(1) Choice-Type Question with Object

Nǐ kàn dyànshì búkàn?

(2) Choice between Two Subjects

Jūngwén nán, Yīngwén nán?

(3) Choice between Two Predicates

Nǐ syīhwan dǎrán, syīhwan shèhwèi?

THE SOUNDS

1. Initials

The following are the new initials found in Unit II:

f	Měi-fāng
k	hǎukān, kàn
d	nǐde, dōu, dyànshì
g	Jūnggwo, Měigwo
r	rén, rúngyi, Džrán
ch (retroflex)	chàngpyār, chángchāng
ch(y, i)	chyántyan
p	chāngpyār

2. Finals

The following are the new finals found in Unit II:

e	-de, shèhwèi, shémma
ou	yǒu, dōu, hòutyan
ar	chāngpyār
an	džrán

3. Tones

As has been explained in "Basic Facts about Mandarin," Handbook (see p.), the Chinese syllable transcribed as yǒu sounds like the English word "you" when pronounced with the first or second tone. With a third or fourth tone, however, it sounds rather like the "yeo" in "yeoman."

VOCABULARY

1. Nouns

Jāng	one of the most common Chinese surnames. Surnames precede given names in Chinese.
Měi-fāng	a Chinese girl's name
yīshang	clothes
rén	man, person
dàrán	natural science, nature
shèhwèi	social science, society
chàngpyār	record
dyànshì	television

2. Place words

Jūngwo	China
Měigwo	America (U.S.A)

Names of non-Chinese countries are mostly transliterations, i.e., approximations of the sounds of their native names. Thus, America becomes Měi-lí-jyān, or in abbreviation, Měi plus the ending -gwo (nation, country). Many Asian countries are known to the Chinese by their ancient names mentioned in Chinese history:

UNIT II - T 3

England	Yinggwō
Rússia	Ègwo
Frànce	Fàgwo
Germany	Dégwo
Italy	Yígwo
Spain	Syibānyá
Japan	Rbĕn (Mandarin pro- nunciation of native name)

3. Pronoun

shémá what?

4. Adjectives

hǎukān good-looking

nán difficult

5. Verbs

yǒu have:

syīhwan like (be fond of)

dzwò do

tīng listen to

kān watch, look

6. Adverbs

yě also, too; either (with negative statements)
 dōu all, both; in all cases
 chángcháng often; usually (frequently abbreviated into a monosyllabic cháng, when the negative, it is always bùcháng).

méi no, not, have not, did not. Méi is the only adverb used for the verb yǒu to make a negative statement. You can not apply the negative adverb bù to yǒu. Hence, you can not say Wǒ bù yǒu Yīngwén, but Wǒ méi yǒu Yīngwén. Méi is often used instead of the full form méiyou:

Wǒ méiyou Yīngwén.

Wǒ méi Yīngwén.

Note: Same as the negative adverb bù, méi in transcription will be attached to the word it qualifies. (cf. Unit I)

7. Time Words

jīntiān today
 wǎnshàng evening, night

... In indicating time "when," a time word, such as jīntiān, is made the subject (or one of the subjects) of the sentence. (cf. Teacher's Handbook, p.) If the time word is considered to be the most important element under

discussion, it comes first; otherwise, it will be the second subject within the predicate.

Jīntyán nǐ méiyóu Yīngwén ma?

Wǒ jīntyán wǎnshàng tīng chāngpǎr.

In the first example, jīntyán is the main topic under discussion. The whole point of the sentence is to say something about today; hence, jīntyán is in the first position, and, hence, the principle subject. In the second example, wǒ is the main topic, not jīntyán wǎnshàng. Of course, if the speaker stresses with his voice one instead of the other subject as the focus of attention, then the above distinction between the main and the secondary subject according to their positions in the sentence may not hold.

8. Particle

-de

Noun suffix making the word a modifier:

Jāng Měi-fāngde yīshàng hén hǎukàn.

Nǐde yīshàng yé hǎukàn.

9. Idiomatic Expression

Nārde hwá'

not all

Polite expression (always accompanied by a smile) used to decline a compliment.

SUPPLEMENTARY VOCABULARY

1. Nouns

Fàwén	French
Déwén	German
Syibānyáwén	Spanish
máuyī	sweater
dàyt	overcoat

2. Place words

Fāgwo	France (cf. Unit I)
Dégwo	Germany (cf. Unit I)
Syibānyá	Spain (cf. Unit I)

3. Adjectives

rúngyi	easy
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4. Time words

míngtyan	tomorrow
	yesterday
hòutyan	the day after tomorrow
chyántyan	the day before yesterday
dzáushang	morning

STRUCTURAL PATTERNS

1. Subject-Verb-Object sentences S V O

Wó yǒu Jīngwén.

Wǒ chángchāng kàn diànr.

3. Inverted SVO sentences O S V

Dǎrán shèhwèi, wǒ dōu syǐhwan

So called inverted objects are from the Chinese point of view subjects. In the example, dǎrán shèhwèi, these are the topics under discussion and so may be considered as subjects. A plural subject is usually summarized by the adverb dōu just before the verb.

4. Negative sentence with negative adverb méi S meiv
attached to verb yǒu.

Wǒ méiyǒu Yīngwén.

5. Different positions of adverb dōu make different senses:

Jīngwén Yīngwén dōu róngyì. Both Chinese and English are easy.

Jīngwén Yīngwén bǔdōu.
róngyì. Not both Chinese and English are
easy.

Jūnwén Yīngwén dōu
bùróngyì Neither Chinese nor English is
easy.

6. Question forms

- a. Choice-type question with object

It may be expressed in two ways:

- (1) The object may stand between the positive and negative forms of the verb: S V O negV?
 Nǐ kàn dyànshǐ bukàn?

- (2) The object may follow both verb forms: S V negV O?
 Nǐ yǒu méiyǒu Yīngwén?
 Nǐde lǎushī shǐ bushǐ Jūngguó rén?

- b. Choice between two subjects S Adj'(V), S Adj(V)?

Alternative subjects may be used with both adjective and verbs:

Jūngwén nán, Yīngwén nán?

- c. Choice between two predicates S V O, V O?

The choice may occur between two predicates, either differing in the verb, or the object, or both. Usually, however, this kind of choice-type question requires one or two more functional words to accentuate the element of choice.. This will be discussed in Unit VIII. Meanwhile we have in this unit the choice between two objects:

Nǐ syǐhwan dǎrǎn, syǐhwan shèhwèi?

7. Noun with suffix -de to modify another noun N-de N

In Unit I we have studied the function of a noun modifying another noun, e.g., Jūngguó shū. As a general rule, the appearance of the suffix -de makes the word or phrase preceding it a modifying unit. Thus, in Jāng Měi-fāngde yīshang, the de makes Jāng Měi-fāng a modifier qualifying yīshang. By the same token Nǐde lǎushī means "your teacher,"

and Jūnggwode shū becomes "the books of China," or "China's books," but Jūnggwo shū ordinarily suggests "Chinese books," (books in Chinese). Where a suffix -de can or cannot be omitted and if omitted what difference it makes in meaning is a rather complex question. Without going into details we may use as a rule of thumb that the -de is omitted when the modifier and the modified words are too commonly associated together.

NOTES

I. Cultural Notes

a. The Chinese names of many Asian countries are inherited from the references to these lands in ancient Chinese historical records, such as Cháusyān or Gāulī for Korea. Japan's name is her own, pronounced "ihon" in Japanese but Rbēn in Mandarin. Some of these names have clearly identifiable meanings, e. g., Rēbēn in Chinese means, as well as in Japanese, "the place where the sun rises." Other names have had archaic senses but are no longer commonly remembered. Jūnggwō for China means, "the central nation, or the central kingdom," as the Chinese used to think that their country was at the center of the universe. The English name "China" comes from an ancient Chinese dynasty, the Chin Dynasty of the Third Century, B.C. The Chinese words used in transliterating foreign nations' names may have certain meanings, but these meanings are to be ignored because the words are used to represent sounds only.

b. The life of Chinese high school students dealt with in this unit clearly does not coincide completely with the way of life of American high school students. The common ground, however, appears to be steadily expanding, so that it has become quite universal among Chinese students to talk about listening to phonograph records at home after school. Television, wherever it is available, also draws a great deal of attention among the high school students. Other than these recreational activities, the Chinese high school student may quite often have parties, go to visit his schoolmates

at their houses, or enjoy a variety of sports, but more often he has to stay home to help his parents a bit and apply himself to homework.

c. The regular secondary curriculum in China is parallel to its American counterpart. The Chinese high school students are given the same range of subjects as the American students. The only significant difference seems to be that such subjects as history and geography are separate courses in the Chinese curriculum. They are not combined in social studies as in most American high schools. The hours of study per week are also about the same.

2. Pedagogical Notes

- a. Beginning in this unit, certain sentence patterns already introduced and learned in Unit I are repeated. The teacher is to pay special attention to the repetitive appearance of these familiar patterns, just as with the already familiar vocabulary items, and drill the students with them in order to reinforce their command of the material.
- b. Use chalk board or a felt board to illustrate the situation and the characters involved.
- c. If props are conveniently available, arrange to have in the classroom two new garments; a set of textbooks of Chinese, English, social science, and natural sciences; a phonograph and a television. Label these articles in Chinese (Romanization). Using large posters showing these articles if props are not available. While the phonograph is in the classroom, use a few minutes during the hour when phonograph records are mentioned to listen to some Chinese music.

- d. When drilling with such expressions as "watch," "listen," "Chinese," and "American," use enough illustrations to make the meanings of these words as concrete as possible. The students will then be able to retain the words more readily.
- e. Toward the end of the unit, after the students have mastered all the drills and the dialogue, assign the students to do individual role-playing for a few minutes every hour to ascertain that they can use the dialogue naturally and that they are not merely producing a mechanical recitation.

FLUENCY DRILL

Hǎukàn.

Yīshang hǎukàn.

Yīshang hén hǎukàn.

Wǒde yīshang hén hǎukàn.

Nǐde yīshang yě hén hǎukàn.

Wǒmende yīshang dōu hén hǎukàn.

Yǒu.

Yǒu Yīngwén.

Méiyǒu Yīngwén.

Wǒ méiyǒu Yīngwén.

Tā yě méiyǒu Yīngwén.

Wǒmen dōu méiyǒu Yīngwén.

Rén.

Jūnggwo rén.

Shrè Jūnggwo rén.

Tā shrè Jūnggwo rén.

Nǐ yě shrè Jūnggwo rén.

Tāmen dōu shrè Jūnggwo rén.

Syǐhwan.

Wó syǐhwan.

Nǐ bùsyǐhwan.

Tā yě bùsyǐhwan.

Lǐ Syǎnsheng yě bùsyǐhwan.

Nǐmen dōu bùsyǐhwan.

Kàn.

Kàn dyànshrè.

Wǒ kàn dyànshrè.

Nǐ búkàn dyànshrè.

Tā yě búkàn dyànshrè.

Tāmen dōu búkàn dyànshrè.

Tīng.

Chángchāng tīng.

Chángchāng tīng chàngpyār.

Tā chángchāng tīng chàngpyār.

Nǐmen bùcháng tīng chàngpyār.

Tāmen yě bùcháng tīng chàngpyār.

Wǒmen dōu bùcháng tīng chàngpyār.

REPETITION DRILLLaushrSywesheng-De

Wǒde yīshang hén hǎukàn.

(Student repeats after the model.)

Nǐde yīshang hén hǎukàn.

Tāmende yīshang hén hǎukàn.

Wáng Lǎushrde yīshang hén hǎukàn.

Lǐ Syānshengde yīshang hén hǎukàn.

Jān Měi-fāngde yīshang hén hǎukàn.

Yě

Tāde yīshang yé hǎukàn.

Nǐde yīshang yé hǎukàn.

Nǐmende yīshang yé hǎukàn.

Lǐ Lǎushrde yīshang yé hǎukàn.

Jāng Měi-fāngde yīshang yé hǎukàn.

Wáng Syānshengde yīshang yé hǎukàn.

You meiyou

Jīntyan ní yǒu méiyou Jūngwén?

Míngtyan tā yǒu méiyou Yīngwén?

Hòutyan nǐmen yǒu méiyou dǎrǎn?

Dzwótyan nín yǒu méiyou shèhwèi?

Chyántyan tā yǒu méiyou Syībānyáwén?

Meiyou ..., ... you ...

Wǒ méiyǒu Jūngwén, wǒ yǒu Yīngwén.

Nǐ méiyǒu Fàwén, nǐ yǒu Déwén.

Tāmen méiyǒu dǎrǎn, tāmen yǒu shèhwèi.

Wǒmen méiyǒu Yīngwén, wǒmen yǒu Fàwén.

Nǐmen méiyǒu Déwén, nǐmen yǒu Syībānyáwén.

Jāng Měi-fāng méiyǒu shèhwèi, tā yǒu Jūngwén.

Shr bushr?

Nǐn shr bushr Jūngwo rén?

Tā shr bushr Měigwo rén?

Nǐmen shr bushr Dégwo rén?

Tāmen shr bushr Fàgwo rén?

Lǐ Lǎushr shr bushr Syībānyá rén?

Wáng Syānsheng shr bushr Jūngwo rén?

Bushr ..., ... shr ...

Wǒ búshr lǎushr, wǒ shr sywésheng.

Tā búshr Měigwo rén, tā shr Fàgwo rén.

Wǒmen búshr Dégwo rén, wǒmen shr Syībānyá rén.

Tā búshr Wáng Syānsheng, tā shr Lǐ Syānsheng.

Tāmen búshr Yīngwen laushr, tāmen shr Jūngwen laushr.

Jāng Syānsheng búshr Fàgwo rén, tā shr Jūngwo rén.

Dōu

Jūngwén Yīngwén dōu bù'nán.
 Dìrán shèhwèi dōu rúngyì.
 Wōmen dōu shì Měigwō rén.
 Tāmen dōu búshì Jūnggwo rén.
 Fàwén Déwén, wǒ dōu syǐhwan.
 Dìrán shèwèi, wǒ dōu bùsyǐhwan.

Dzwo

Nǐ jǐntyan wǎnshang dzwò shémǎ?
 Tā míngtyan dzǎushang dzwò shémǎ?
 Nín hòutyan wǎnshang dzwò shémǎ?
 Lí Lǎushǐ dzwótyan dzǎushang dzwò shémǎ?
 Wáng Syānsheng chyántyan wǎnshang dzwò shémǎ?
 Jāng Měi-fāng jǐntyan dzǎushang dzwò shémǎ?

Tīng

Wǒ jǐntyan wǎnshang tīng chāngpyār.
 Tā míngtyan dzǎushang tīng chāngpyār.
 Wǒ hòutyan wǎnshang tīng chāngpyār.
 Lí Lǎushǐ dzwótyan dzǎushang tīng chāngpyār.
 Wáng Syānsheng chyántyan wǎnshang tīng chāngpyār.
 Jāng Měi-fāng jǐntyan dzǎushang tīng chāngpyār.

Kàn ... búkàn?

Nǐ kàn dyànshǐ búkàn?

Tā kàn dyànshǐ búkàn?

Nǐmen kàn dyànshǐ búkàn?

Wáng Lǎushǐ kàn dyànshǐ búkàn?

Lǐ Syānsheng kàn dyànshǐ búkàn?

Jiāng Měi-fāng kàn dyànshǐ búkàn?

Nán, ... nán?

Jūngwén nán, Yīngwén nán?

Fàwén nán, Déwén nán?

Dǎrán nán, shèhwei nán?

Déwén nán, Syībānyáwén nán?

Shèwei nán, Yīngwén nán?

Syībānyáwén nán, Jūngwén nán?

Syīhwan ,... , syīhwan ...?

Nǐ syīhwan dǎrán, syīhwan shèhwei?

Tā syīhwan Fàwén, syīhwan Yīngwén?

Nǐmen syīhwan Déwén, syīhwan dǎrán?

Tāmen syīhwan shèhwei, syīhwan Jūngwén?

Lǐ Syānsheng syīhwan Yīngwén, syīhwan Déwén?

Jiāng Měi-fāng syīhwan Fàwén, syīhwan Syībānyáwén?

Chángchāng

Wǒ chángchāng tīng chángpyār.

Nǐ chángchāng kàn dyànshǐ.

Nǐmen chángchāng tīng chángpyār.

Tāmen chángchāng kàn dyànshǐ.

Jāng Lǎushǐ chángchāng tīng chángpyār.

Wáng Syānsheng chángchāng kàn dyànshǐ.

Bùcháng

Tā bùcháng kàn dyànshǐ.

Wǒ bùcháng tīng chángpyār.

Wǒmen bùcháng kàn dyànshǐ.

Nǐn bùcháng tīng chángpyār.

Lǐ Lǎushǐ bùcháng kàn dyànshǐ.

Jāng Syānsheng bùcháng tīng chángpyār.

SUBSTITUTION DRILL

Lǎushr

Sywésheng

Jāng Měi-fāngde yīshang hén hǎukàn.

máuyī

dàiyī

Jāng Měi-fāngde yīshang hén hǎukàn.

Jāng Měi-fāngde máuyī hén hǎukàn.

Jāng Měi-fāngde dàiyī hén hǎukàn.

Jīntyan ní yǒu méiyǒu Yīngwén?

Jūngwén

džrán

shèhwei

Fawén

Syībānyáwén

Jīntyan ní yǒu méiyǒu Yīngwén?

Jīntyan ní yǒu méiyǒu Jūngwén?

Jīntyan ní yǒu méiyǒu džrán?

Jīntyan ní yǒu méiyǒu shèhwei?

Jīntyan ní yǒu méiyǒu Fawén?

Jīntyan ní yǒu méiyǒu Syībānyáwén?

Nín shr bushr Jūngwo rén?

Dégwo

Fágwo

Měigwo

Syībānyá

Nín shr bushr Jūngwo rén?

Nín shr bushr Dégwo rén?

Nín shr bushr Fágwo rén?

Nín shr bushr Měigwo rén?

Nín shr bushr Syībānyá rén?

Džrán shèhwei, wǒ dōu syihwan.

Jūngwén Yīngwén

Fawén Syībānyáwén

Yīngwén Déwén

Shèhwei Jūngwén

Déwén džrán

Džrán shèhwei, wǒ dōu syihwan.

Jūngwén Yīngwén, wǒ dōu syihwan.

Fawén Syībānyáwén, wǒ dōu syihwan.

Yīngwén Déwén, wǒ dōu syihwan.

Shèhwei Jūngwén, wǒ dōu syihwan.

Déwén džrán, wǒ dōu syihwan.

Jūngwén Yīngwén dōu bù'nán.

Dzrán shèhwèi

Fàwén Syībānyáwén

Déwén dzrán

Yīngwén Fàwén

Syībānyáwén Jūngwén

Jūngwén Yīngwén dōu bù'nán.

Dzrán shèhwèi dōu bù'nán.

Fàwén Syībānyáwén dōu bù'nán.

Déwén dzrán dōu bù'nán.

Yīngwén Fàwén dōu bù'nán.

Syībānyáwén Jūngwén dōu bù'nán.

Tā jīntyan wǎnshang dzwò shémma?

míngtyan

chyántyan

hòutyan

dzwótyan

Tā jīntyan wǎnshang dzwò shémma?

Tā míngtyan wǎnshang dzwò shémma?

Tā chyántyan wǎnshang dzwò shémma?

Tā hòutyan wǎnshang dzwò shémma?

Tā dzwótyan wǎnshang dzwò shémma?

Wǒ méiyóu Yīngwén, wó yǒu Jūngwén.

Nín

Tāmen

Wǒmen

Wáng Lǎushī

Lǐ Syānsheng

Wǒ méiyóu Yīngwén, wó yǒu Jūngwén.

Nín méiyóu Yīngwén, nín yǒu
Jūngwén.

Tāmen méiyóu Yīngwén, tāmen yǒu
Jūngwén.

Wǒmen méiyóu Yīngwén, wǒmen yǒu
Jūngwén.

Wáng Lǎushī méiyóu Yīngwén, tā
yǒu Jūngwén.

Lǐ Syānsheng méiyóu Yīngwén, tā
yǒu Jūngwén.

Tā búshǐ Jūnggwo rén, tā shǐ Měigwo rén.

Wǒ

Wōmen

Lǐ Lǎushǐ

Wáng Syānsheng

Jāng Měi-fāng

Nǐ kàn dyànshǐ búkàn?

Nimen

Tāmen

Jāng Měi-fāng

Lǐ Lǎushǐ

Jāng Syānsheng

Wǒ jīntyan wǎnshang tīng chāngpyār.

Wōmen

Tā

Wáng Lǎushǐ

Lǐ Syānsheng

Jāng Měi-fāng

Tā búshǐ Jūnggwo rén, tā shǐ Měigwo rén.

Wǒ búshǐ Jūnggwo rén, wǒ shǐ Měigwo rén.

Wōmen búshǐ Jūnggwo rén, wōmen shǐ Měigwo rén.

Lǐ Lǎushǐ búshǐ Jūnggwo rén, tā shǐ Měigwo rén.

Wáng Syānsheng búshǐ Jūnggwo rén, tā shǐ Měigwo rén.

Jāng Měi-fāng búshǐ Jūnggwo rén, tā shǐ Měigwo rén.

Nǐ kàn dyànshǐ búkàn?

Nimen kàn dyànshǐ búkàn?

Tāmen kàn dyànshǐ búkàn?

Jāng Měi-fāng kàn dyànshǐ búkàn?

Lǐ Lǎushǐ kàn dyànshǐ búkàn?

Jāng Syānsheng kàn dyànshǐ búkàn?

Wǒ jīntyan wǎnshang tīng chāngpyār.

Wōmen jīntyan wǎnshang tīng chāngpyār.

Tā jīntyan wǎnshang tīng chāngpyār.

Wáng Lǎushǐ jīntyan wǎnshang tīng chāngpyār.

Lǐ Syānsheng jīntyan wǎnshang tīng chāngpyār.

Jāng Měi-fāng jīntyan wǎnshang tīng chāngpyār.

Wǒ chángchāng kàn diànr.

Nǐn

Nǐmen

Tāmen

Tā

Jiāng Syānsheng

Nǐde yīshang yé hāukàn.

Tā

Nǐmen

Wǒ

Wáng Lǎushī

Lǐ Syānsheng

Wǒ chángchāng kàn diànr.

Nǐn chángchāng kàn diànr.

Nǐmen chángchāng kàn diànr.

Tāmen chángchāng kàn diànr.

Tā chángchāng kàn diànr.

Jiāng Syānsheng chángchāng kàn diànr.

Nǐde yīshang yé hāukàn.

Tāde yīshang yé hāukàn.

Nǐmende yīshang yé hāukàn.

Wǒde yīshang yé hāukàn.

Wáng Lǎushīde yīshang yé hāukàn.

Lǐ Syānshengde yīshang yé hāukàn.

REPLACEMENT DRILLLǎushr

Jāng Měi-fāngde yīshang hén hǎukàn.

máuyī

Wáng Lǎushrde

dàiyī

Lǐ Syānshengde

Jīntyan ní yǒu méiyǒu Yīngwén?

Jūngwén

Míngtyan

Syībānyáwén

Dzwótyan

Nǐde lǎushr shr bushr Jūngwo rén?

Měigwo

Tāde

Fāgwo

Wōmende

Nín jīntyan dzaushang dzwò shémma?

chyántyan wǎnshang

Tā

hòutyán dzaushang

Nǐmen

Sywésheng

Jāng Měi-fāngde yīshang hén hǎukàn.

Jāng Měi-fāngde máuyī hén hǎukàn.

Wáng Lǎushrde máuyī hén hǎukàn.

Wáng Lǎushrde dàiyī hén hǎukàn.

Lǐ Syānshengde dàiyī hén hǎukàn.

Jīntyan ní yǒu méiyǒu Yīngwén?

Jīntyan ní yǒu méiyǒu Jūngwén?

Míngtyan ní yǒu méiyǒu Jūngwén?

Míngtyan ní yǒu méiyǒu Syībānyáwén?

Dzwótyan ní yǒu méiyǒu Syībānyáwén?

Nǐde lǎushr shr bushr Jūngwo rén?

Nǐde lǎushr shr bushr Měigwo rén?

Tāde lǎushr shr bushr Měigwo rén?

Tāde lǎushr shr bushr Fāgwo rén?

Wōmende lǎushr shr bushr Fāgwo rén?

Nín jīntyan dzaushang dzwò shémma?

Nín chyántyan wǎnshang dzwò shémma?

Tā dzwótyan wǎnshang dzwò shémma?

Tā hòutyán dzaushang dzwò shémma?

Nǐmen hòutyán dzaushang dzwò
shémma?

Wǒ chángchāng kàn diànshǐ.
tīng chàngpǎo.

Tā

yǒu Jūngwén

Jiāng Měi-fāng

Wǒ chángchāng kàn diànshǐ.

Wǒ chángchāng tīng chàngpǎo.

Tā chángchāng tīng chàngpǎo.

Tā chángchāng yǒu Jūngwén.

Jiāng Měi-fāng chángchāng yǒu
Jūngwén.

RESPONSE DRILL

Lǎushī

Sywésheng

Jāng Měi-fāngde yīshang hǎukàn ma?

(hén hǎukàn).

(bùhǎukàn)

Jāng Měi-fāngde yīshang hén hǎukàn.

Jāng Měi-fāngde yīshang bùhǎukàn.

Nǐde yīshang yé hǎukàn ma?

(hǎukàn)

(bùhǎukàn)

Wǒde yīshang yé hǎukàn.

Wǒde yīshang bùhǎukàn.

Jīntyan ní yǒu méiyǒu Fàwén?

(yǒu)

(méiyǒu)

Jīntyan wó yǒu Fàwén.

Jīntyan wǒ méiyǒu Fàwén.

Nǐde Jūngwen laushī shì búshì
Jūngwo rén?

(shì)

(búshì)

Wǒde Jūngwen laushī shì Jūngwo rén.

Wǒde Jūngwen laushī búshì Jūngwo
rén.

Jūngwén Yīngwén dōu bùrán ma?

(dōu bùrán)

(dōu rán)

Jūngwén Yīngwén dōu bùrán.

Jūngwén Yīngwen dōu rán.

Dzrán shèhwèi dōu rúngyi ma?

(dōu rúngyi)

(dōu bùrúngyi)

Dzrán shèhwèi dōu rúngyi.

Dzrán shèhwèi dōu bùrúngyi.

Déwén Syībānyáwén, nǐ dōu syīhwan ma?

(dōu syīhwan)

(dōu búsyīhwan)

(búdóu syīhwan)

Déwén Syībānyáwén, wǒ dōu syīhwan.

Déwén Syībānyáwén, wǒ dōu búsyīhwan.

Déwén Syībānyáwén, wǒ búdóu syīhwan.

Tā jīntyan wǎnshang dzwò shémma?

(tīng chāngpyār)

(kàn dyànshrè)

Tā jīntyan wǎnshang tīng chāngpyār.

Tā jīntyan wǎnshang kàn dyànshrè.

Nǐ kàn dyànshrè búkàn?

(chángchāng kàn)

(bùchāng kàn)

(búkàn)

Wǒ chángchāng kàn dyànshrè.

Wǒ bùchāng kàn dyànshrè.

Wǒ búkàn dyànshrè.

DIRECTED CONVERSATIONLǎushī

Nǐ wèn tā, Jāng Měi-fāngde
yīshang hǎukàn buhǎukàn.

Nǐ wèn tā, tāde yīshang yé
hǎukàn ma.

Nǐ wèn tā, tā jīntiān yǒu
méiyǒu Yīngwén.

Nǐ wèn tā, tāde Jūngwén laushī
shì bushì Jūnggwo rén.

Sywésheng

Jāng Měi-fāngde yīshang hǎukàn
buhǎukàn?

Jāng Měi-fāngde yīshang hén hǎukàn.

Jāng Měi-fāngde yīshang buhǎukàn.

Nǐde yīshang yé hǎukàn ma?

Wǒde yīshang yé hǎukàn.

Wǒde yīshang buhǎukàn.

Nǐ jīntiān yǒu méiyǒu Yīngwén?

Wǒ jīntiān yǒu Yīngwén.

Wǒ jīntiān méiyǒu Yīngwén.

Wǒ jīntiān méiyǒu Yīngwén, wǒ yǒu
Jūngwén.

Nǐde Jūngwén laushī shì bushì Jūnggwo
rén?

Wǒde Jūngwén laushī shì Jūnggwo rén.

Wǒde Jūngwén laushī bushì Jūnggwo rén.

Wǒde Jūngwén laushī bushì Jūnggwo rén,
tā shì Měigwo rén.

Nǐ wèn tā, Jūngwén nán, Yīngwén nán.

Jūngwén nán, Yīngwén nán?

Jūngwén Yīngwén dōu bù nán.

Jūngwén Yīngwén dōu hěn nán.

Jūngwén bù nán, Yīngwén nán.

Jūngwén Yīngwén dōu rúngyi.

Nǐ wèn tā, tā syīhwan dǎrǎn, syīhwan shèhwèi.

Nǐ syīhwan dǎrǎn, syīhwan shèhwèi?

Dǎrǎn shèhwèi, wǒ dōu syīhwan.

Dǎrǎn shèhwèi, wǒ dōu bùsyīhwan.

Wǒ syīhwan dǎrǎn, bùsyīhwan shèhwèi.

Nǐ wèn tā, tā jīntyan wǎnshang dzwò shémǎ.

Nǐ jīntyan wǎnshang dzwò shémǎ?

Wǒ jīntyan wǎnshang tīng chángpyār.

Wǒ jīntyan wǎnshang kàn dyànshǐ.

Nǐ wèn tā, tā kàn dyànshǐ bú kàn.

Nǐ kàn dyànshǐ bú kàn?

Wǒ bú kàn dyànshǐ.

Wǒ chángchāng kàn dyànshǐ.

Wǒ bùcháng kàn dyànshǐ.

DIALOGUE EXPANSION

Míngtīyān nǐ yǒu Sībānyáwén ma?

Míngtīyān wǒ méiyǒu Sībānyáwén, wǒ yǒu Fàwén.

Fàwén nán bunán?

Fàwén bùhěn nán.

Nǐ sīyǐhuan busīyǐhuan Déwén?

Déwén hěn nán, wǒ bùsīyǐhuan.

Dǎrǎn shèhwèi dōu rúngyì ma?

Dǎrǎn shèhwèi dōu hěn rúngyì.

Nǐ dzwótīyān wǎnshang dzwò shémǎ?

Wǒ dzwótīyān wǎnshang tīng chángpyār.

Nǐ chángchāng tīng chángpyār ma?

Wǒ chángchāng tīng chángpyār.

Nǐ yě chángchāng kàn dyànshì ma?

Wǒ bùcháng kàn dyànshì.

Tāde máuyī hěn hǎukàn.

Nǐde dàyī yě hěn hǎukàn.

Nǎrde huà.

NARRATION

Wáng Lǎushī shì wǒmende Jūngwén lǎushī. Tā shì Měiguo rén. Tā hěn máng. Tā jīntiān yǒu Jūngwén. Wǒ jīntiān yě hěn máng. Wǒ yǒu Yīngwén.

Jāng Měi-fāng shì Jūngguó rén, Tāde yīshang hěn hǎokàn. Wǒmen dōu sīhuan tā. Tā chángcháng tīng chàngpǎo. Tā yě chángcháng kàn diànsī.

RHYMES

Dǎrán shèhwèi dōu rúngyì
Jǐngwén Yǐngwén yě bunnán.
Dzwo'tyan kàn dyànshr',
Jǐntyán tīng chángpyār.
Měi-fāngde yīshang hén hāukàn,
Ní syīhwan,
Wó syīhwan,
Tāmen wōmen dōu syīhwan.

PROGRESS EVALUATION

1. Pronunciation (On tape - utterances are spaced to permit the student to imitate.)

Jāng Měi-fāngde yīshang hén hǎukàn.

Dzrán shèhwèi dōu rúngyi.

Tā shr Měigwo rén.

Nǐ chángchāng kàn dyànshr ma?

Wǒ jīntyan wǎnshang tīng chāngpyār.

Wōmen dōu syīhwan Jūngwén.

Chyántyan wó hěn máng.

2. Listening and Speaking (Student listens to the tape and responds according to the proper sentence he has learned. Several correct responses to each utterance may be possible, but the most direct one taught and practiced in this unit is suggested in parentheses.)

Jāng Měi-fāngde yīshang hǎukàn ma?

(Jāng Měi-fāngde yīshang hén hǎukàn.)

Nǐde yīshang yé hǎukàn ma?

(Wōde yīshang yé hǎukàn.)

Dzrán nán, shèhwèi nán?

(Dzrán shèhwèi dōu bunnán.)

Nīmen chángchāng kàn dyànshr ma?

(Wōmen chángchāng kàn dyànshr.)

Nǐ jīntyan yǒu Jūngwén ma?

(Wǒ jīntyan yǒu Jūngwén.)

Míngtyan ní yǒu Yīngwén ma?

(Míngtyan wǒ méiyǒu Yīngwén.)

Nǐ shì búshì Sībānyá rén?

(Wǒ búshì Sībānyá rén.)

Nǐ jīntiān wǎnshàng dzuò shénme?

(Wǒ jīntiān wǎnshàng tīng chàngpǎo.)

3. Auditory Comprehension (Retell the following passage in English.)

Wáng Lǎushī shì wǒmende Jūngwén lǎushī. Tā hěn máng. Tā jīntiān yǒu Jūngwén. Wǒ yě hěn máng. Wǒ jīntiān yǒu Yīngwén.

Jiāng Měi-fāng shì Jūngguó rén. Tāde yīshàng hén hǎokàn. Wǒmen dōu sīhuan tā. Tā chángchāng kàn diànshì. Tā yě chángchāng tīng chàngpǎo.

4. Reading (To be used after Romanization has been learned by the students)

Wǒ shì Jūngguó rén.

Tā búshì Měiguó rén.

Nǐde yīshàng yě hǎokàn.

Wǒ chángchāng tīng chàngpǎo.

Dìrán hěn rúngyi.

Shèwèi bùhěn nán.

Nǐn hòutiān wǎnshàng dzuò shénme?

Fāwén Sībānyáwén, wǒ dōu sīhuan.

Jiāng Měi-fāng méiyǒu diànshì.

UNIT III

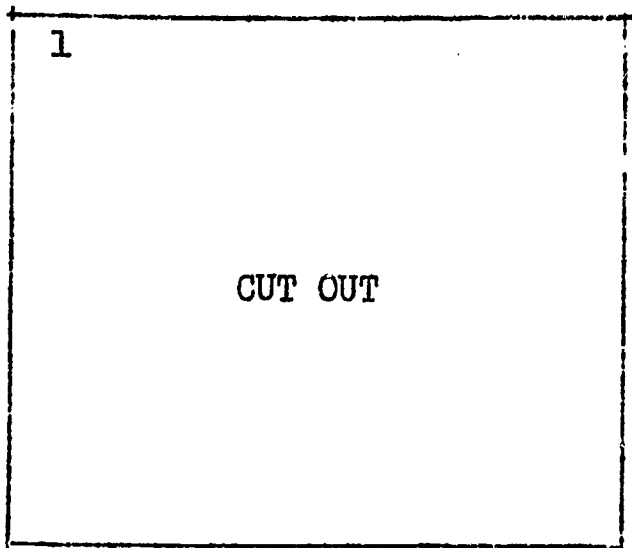
FOR TEACHER

Chinese-Mandarin Teaching
Material Development Project
San Francisco State College

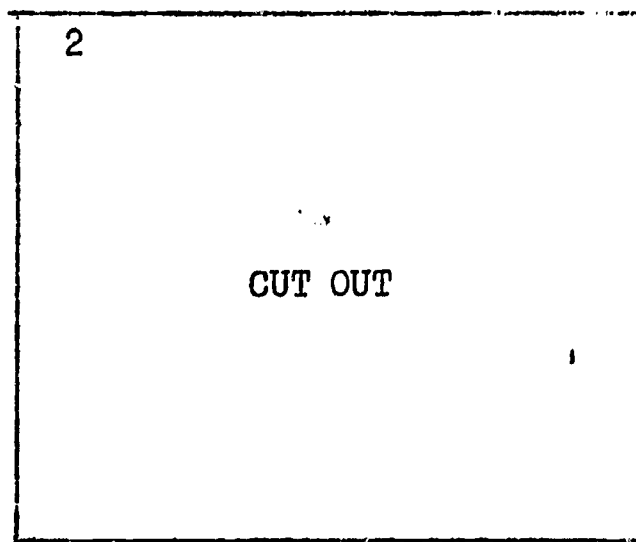
UNIT III

GOING TO THE LIBRARY

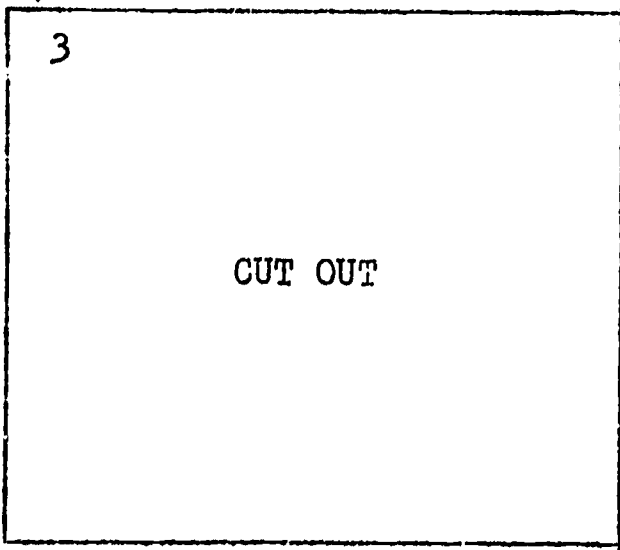
The first part of the dialogue deals with two students going to the library after class. The second part is their conversation in the library regarding a Chinese dictionary.



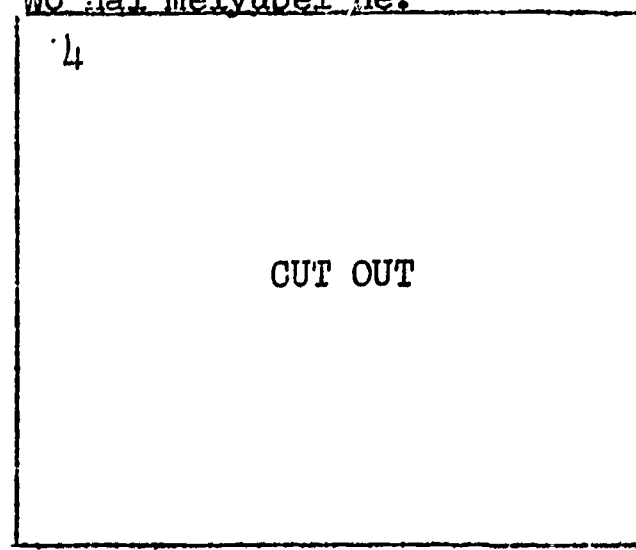
Chén Jyā-jyūn. Nǐ dāu nār chyù?
 Wǒ dāu túshūgwǎn chyù.
 Nǐ dāu nēr chyù dzwo shémma?
 Wǒ dāu nēr dzwo syítí chyù.



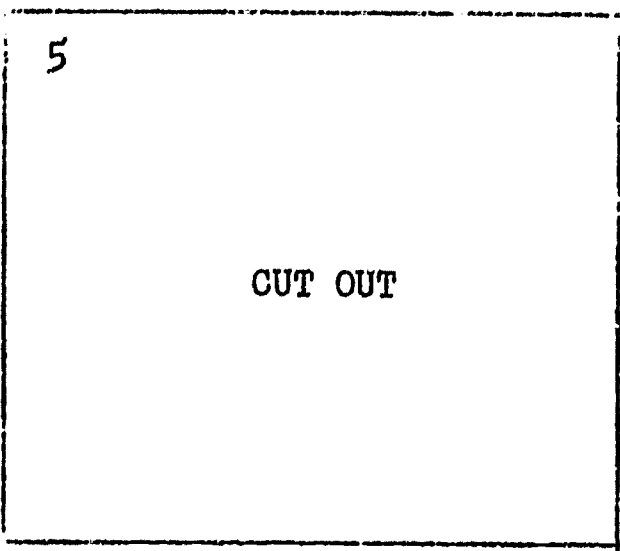
Nǐ jǐrdāu wōmen nēityan kǎn
 shūsywē ma?
 Dàgāi Shǐrywē báhau kǎu.
 Nǐ yubeile ma?
 Wǒ nǎi méiyubei ne.



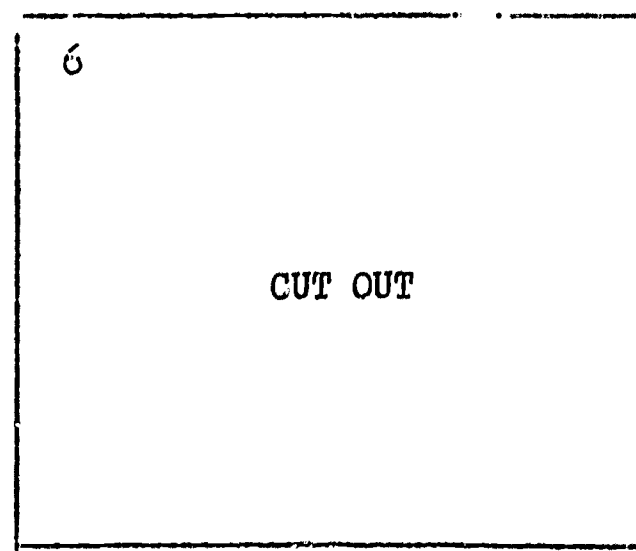
Wǒ dzài jèr dzwò. Nǐ dzài nār dzwò?
 Wǒ syān dāu nēr chyù jǎu shū chyù.



Nǐ jǎu shémma shū?
 Wǒ jǎu Jūngwen dzdyān. Nǐ
 yǒu ma?



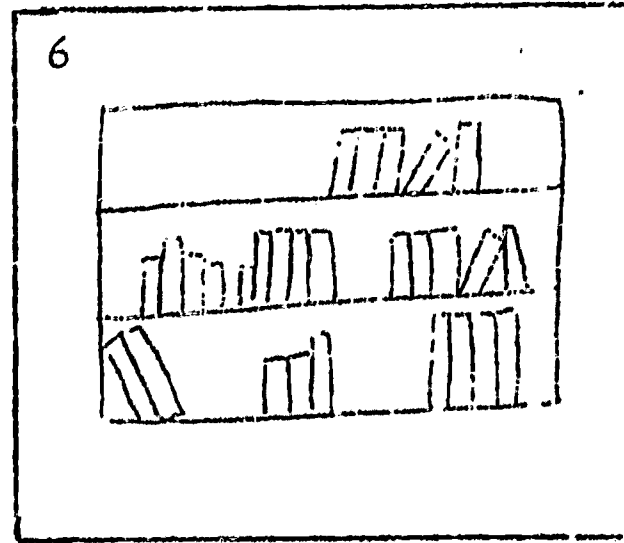
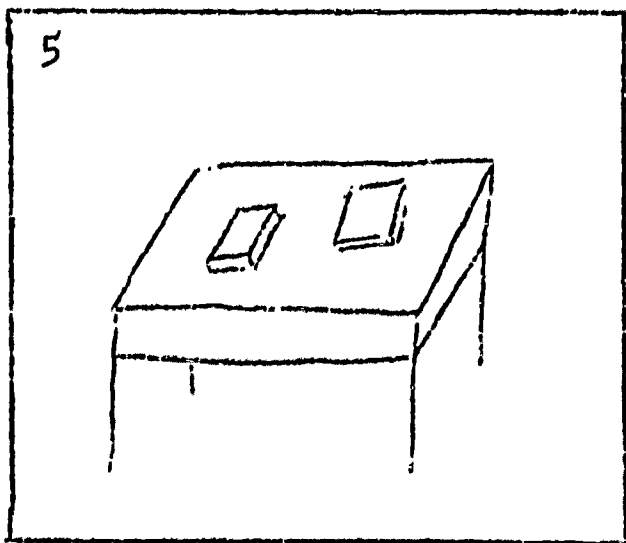
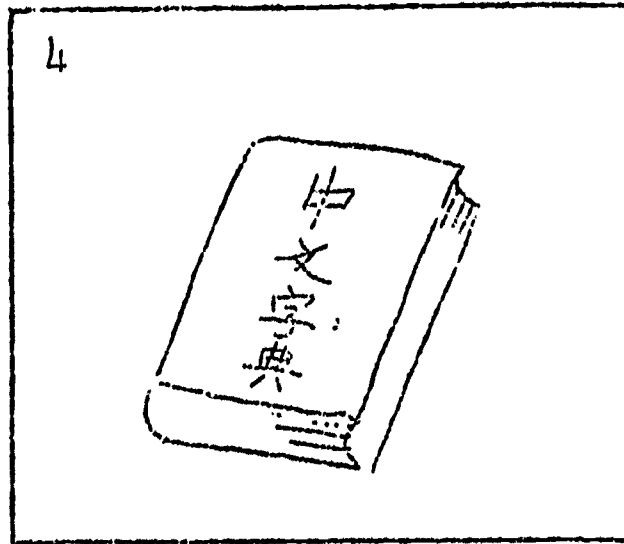
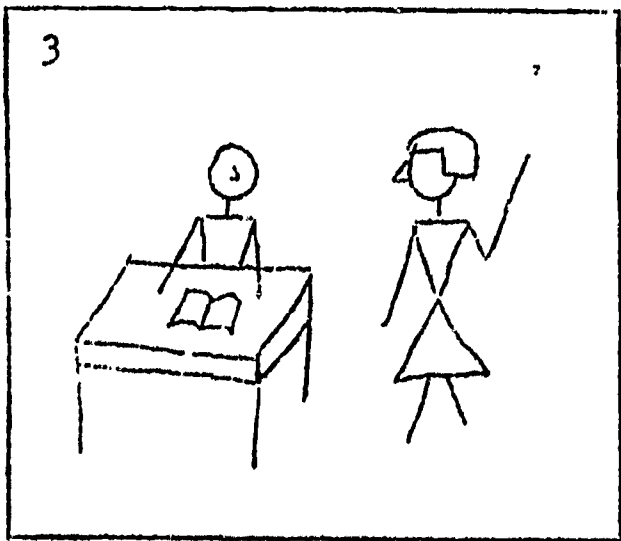
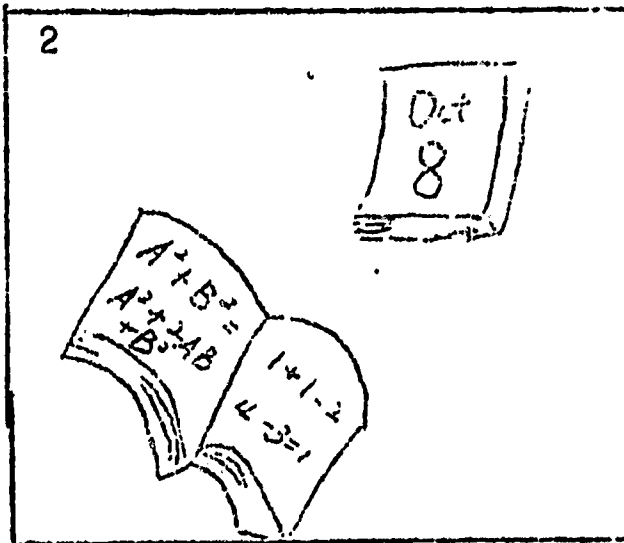
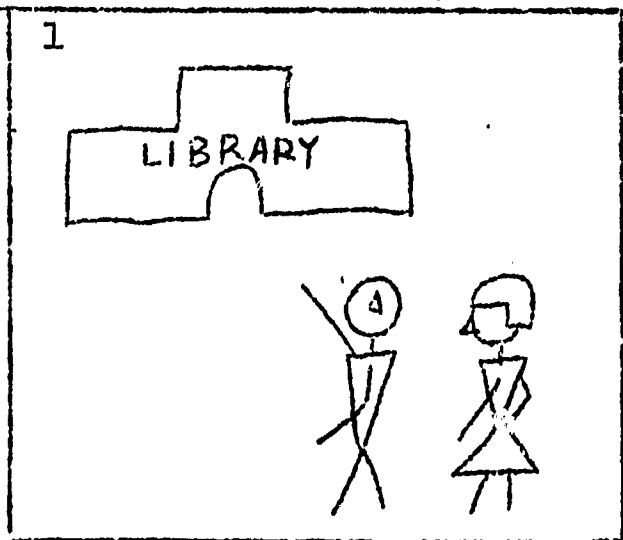
Wǒ méiyǒu. Nǐ kǎnkān nēige
 jwōdz shang yǒu méiyǒu.
 Wǒ yǐjing kǎnle. Nēr yě méiyǒu.



Jēige shūjyādz shàng jyòu yǒu
 Yīngwen dzdyān.
 Búyǎujǐn. Yǐhwēr wǒ dzài jǎu.

CUE SHEET

UNIT III



Cut along line

DIALOGUE

- Sywésheng Yī: Chén Jyā-jyùn. Nī dàu nār chyù?
- Sywésheng Èr: Wǒ dàu túshūgwǎn chyù.
- Sywésheng Yī: Nī dàu nèr chyù dzwò shémma?
- Sywésheng Èr: Wǒ dàu nèr dzwò syítí chyù.
- Sywésheng Yī: Nī jǐdau wōmen nēityan kǎu shùsywé ma?
- Sywésheng Èr: Dàgài Shrywe báhu kǎu.
- Sywésheng Yī: Nī yùbeile ma?
- Sywésheng Èr: Wǒ hái méiyùbei .e.
-
- Sywésheng Yī: Wǒ dzài jèr dzwò. Nī dzài nār dzwò?
- Sywésheng Èr: Wǒ syān dàu nèr chyù jǎu shū chyù.
- Sywésheng Yī: Nī jǎu shémma shū?
- Sywésheng Èr: Wó jǎu Jūngwen dzdyǎn. Nī yǒu ma?
- Sywésheng Yī: Wǒ méiyǒu. Nī kànkān nēige jwōdz shang yǒu méiyǒu.
- Sywésheng Èr: Wó yǐjing kǎnle. Nèr yě méiyǒu.
- Sywésheng Yī: Nēige shū, yǎdz shang, jyǒu yǒu Yīngwen dzdyǎn.
- Sywésheng Èr: Búyǎujīn. Yīhwě wǒ dzài jǎu.

Student A: Chén Jyā-jyūn, where are you going?

Student B: I'm going to the library.

Student A: What are you going to do there?

Student B: I'm going to work on my exercises.

Student A: Do you know when we are going to have our math exam?

Student B: Probably October 8.

Student A: Have you prepared?

Student B: No, not yet.

Student A: I'll sit here, where are you going to sit?

Student B: I'll go over there to look for a book first.

Student A: What book are you looking for?

Student B: I'm looking for a Chinese dictionary. Do you have one?

Student A: No, I don't. Look over there on that table and see if there is one.

Student B: I have already looked there. There isn't any there.

Student A: There are only English dictionaries on this bookshelf.

Student B: That's all right. I'll look for it a little later.

SUMMARY

1. The Sounds

a. Initial

s sān

b. Finals

yu chyù er jèryun Jyā-jyùn z sz

2. Vocabulary

a. Nouns

Chén Jyā-jyùn. Nǐ dàu nǎr chyù?Wǒ dàu túshūgwǎn chyù.Wǒ dàu nèr dzwò syítí chyù.Nǐ jǐrdau wōmen něityan kǎu shùsywé ma?Ní jǎu shémma shū?Wó jǎu Jūngwen dzdyǎn.Nǐ kànkān nèige jwōdz shang yǒu méiyóu.Jèige shūjyàdz shang jyòu yǒu Yīngwen dzdyǎn.Wōmen dàu sywésyàu chyù.Nèige jwōdz shang yǒu dzájǐr.Nèige yǐdz shang yǒu Jūngwo bàu.Nǐ jǐntyan yǒu shémma kè?Wǒ dàu jyàushr chyù.Wǒ dàu shryànshr chyù.

b. Place Words

Nǐ kànkān nèige jwōdz shang yǒu méiyǒu?

Nǐ dāu nār chyù?

Nǐ dāu nèr chyù dzwò shémǎ?

Wǒ dzài jèr dzwò.

c. Verbs

Nǐ dāu nār chyù?

Nǐ jǐdāu wōmen nēityan kāu shùsywé ma?

Nǐ yùbeile ma?

Wǒ dzài jèr dzwò.

Wǒ jāu Jūngwen dǎdyǎn.

1. Reduplication of Verbs

Nǐ kànkān nèige jwōdz shang yǒu méiyǒu.

e. Co-Verbs

Wǒ dāu tūshūgwǎn chyù.

Wǒ dzài jèr dzwò.

f. Adverbs

Dàgài Shrywe bāhau kāu.

Wǒ hái méiyùbei ne.

Wǒ syān dāu nèr chyù jāu shū chyù.

Wǒ yǐjing kǎnle.

Jèige shūjyàdz shang jyòu yǒu Yīngwen dǎdyǎn.

Yīhwěr wǒ dzài jāu.

g. Time Words

Yìhwě wǒ dzài jǎu.

Shírywe báhau kǎu.

Wǒmen něityan kǎu shùsywé?

h. Particles

Wǒ yǐjing kǎnle

Wǒ hái méiyùbei ne.

i. Idiomatic Expression

Búyaujǐn.

j. Specifiers.

Wǒmen něityan kǎu shùsywé?

Nèige jwōdz shang yǒu méiyóu?

Jèige shūjyàdz shang jyòu yǒu Yīngwen dǎdyǎn.

k. Measure

Nèige jwōdz shang yǒu méiyóu?

l. Numbers from 1 to 99

m. The Month and the Day

n. The Days of the Week

3. Structural Patterns

a. S CV FW(N) V

Wǒ dào nèr chū.

b. Purpose of Going

(1) S CV O V PE

Nǐ dào túshūgwǎn chū dzwò shénma?

(2) S CV O PF V

Nǐ dào túshūgwǎn dzwò shénma chū?

(3) S CV O V PF V

Nǐ dào túshūgwǎn chū dzwò shénma chū?c. Completed Action with -LeWǒ yǐjīng kànle.d. Incomplete Action with MeiWǒ hái méibùbei ne.

e. Question Forms of Completed and Incomplete action

Nǐ yùbeile ma?Nǐ yùbeile méiyou?Nǐ yùbeile méiyùbei?Nǐ méiyùbei ma?f. FW You NNèige jwōdz shang yǒu Jūngwen dzdyǎn.

g. Omission of Subject and Object

(Ní) yǒu (Jūngwēn dǎdǎn) ma?

(Nèr) yě méiyǒu (Jūngwēn dǎdǎn).

l. A Sentence as an Object

Nǐ jǐdāu wōmen nǎityan kāu shùsywé ma?

i. Sp- M N

Jèige jwōdz

j. Question Words in a Sentence

(1) Question and Answer

Wōmen nǎityan kāu shùsywé?Wōmen Shrywe bāhau kāu shùsywé.(2) Without Question Suffix MaNǐ jǎu shemma shū?

THE SOUNDS

1. Initial

The following is the initial found in Unit III .

s sān

2. Finals

The following are the new finals found in Unit III

yu	chy <u>ü</u>
yun	jyā-jy <u>ün</u>
er	j <u>èr</u> , n <u>èr</u> , <u>èr</u>
z	s <u>z</u>

VOCABULARY

1. Nouns

Chén	a common Chinese surname
Jyā-jyùn	a Chinese boy's name
túshūgwǎn	library
syítí	exercise
shū	book
shùsywé	mathematics
dǐdyǎn	dictionary
jwōdz	desk; table
shūjyǎdz	bookshelves

2. Place Words

nǎr	where?
jêr	here
nêr	there
shàng(tou)	top; upper end or side

There are some place words, such as shàngtou (top), wàitou (outside), lǐtou (inside), etc., from which tou is often omitted. . . But without tou, they cannot be used as freely as any other place words. (cf. Unit VI)

Nǐ kànkàn nèige jwōdz shàng(tou) yǒu méiyǒu.

1. Verbs

chyû	go, indicating motion toward a point away from the speaker
kău	take an examination
jŕdau	know; know of or about
yûbei	prepare
dzwô	sit
jău	find, look for

4. Reduplication of Verbs

A verb is sometimes reduplicated. This is often done to make the command or request somewhat casual and the action less blunt. In this form the second syllable is neutral tone.

Nĭ kănkân nêige jwôdz shântou yôu méiyôu.

Sometimes yi is inserted between the verbs:

kănyikân băiyibăi (see Unit VI)

5. Co-Verbs

dâu	functioning as 'to go to' together with <u>chyû</u> in <u>dâu</u> ... (place word)... <u>chyû</u> . When negative, the negative adverb <u>bû</u> precedes the entire expression, i.e., <u>bûdâu</u> (place word) <u>chyû</u> .
dzâi	"be at" a point in space or time

6. Adverbs

dàgài	probably (MA)
háì	still; yet
syān	first
yǐjīng	already
jyòu	only, just
dzài	again (in the future)

7. Time Words

yīnwǎr	a moment
bāhēu	eighth
Shíyā	October
něityān	which day?

8. Particles

-le verb and sentence suffix, indicating completion of action.

Note: -le never occurs between the verb shí and the following noun. Never
Tā shíle míng yè rén.

ne sentence suffix usually used with méi to indicate incomplete action. (cf. Basic Facts about Mandarin, Handbook, p.)

9. Idiomatic Expression

(Nà) búyaujǐn that's nothing; never mind

10. Specifiers

A specifier serves to designate or point out the person or thing referred to. It stands before a measure and its noun.

něi- which?

nèi- that (there)

jèi- this (here)

11. Measure

-è?

for person or thing, applicable to most nouns and permissible even when a more appropriate measure is available. (cf. Basic Facts about Mandarin, Handbook, p.)

SUPPLEMENTARY VOCABULARY

1. Nouns

sywésyâu	school
dzájř	magazine
bâu	newspaper
jyâushř	classroom
shryânsř	science laboratory
yǐdz	chair
kê	subject

2. Numbers

a. Numbers from 1 to 10:

yi	one
er	two
sān	three
sǐ	four
wǐ	five
lyōu	six
chī	seven
bā	eight
jyōu	nine
shř	ten

b. Numbers from 11 to 99:

ten-one (eleven)	shryī
ten-two (twelve)	shřer

c. Tens from 20 to 90 follow the English pattern:

two-ten (twenty) èrshí

three-teen (thirty) sānshí

d. The other numbers from 21 to 99 also follow the English pattern:

four-ten-one (forty-one) sìshíyī

five-ten-six (fifty-six) wǔshíliù

In pronouncing three-syllable numeral compounds, the stress is always on the last syllable.

3. The month and the day

a. The months of the year:

January	Yíyue	(Yī-yuè)	(one-month)
February	Èryue	(Èr-yuè)	(two-month)
March	Sānyue	(Sān-yuè)	(three-month)
April	Sìyue	(Sì-yuè)	(four-month)
May	Wǔyue	(Wǔ-yuè)	(five-month)
June	Liúyue	(Liú-yuè)	(six-month)
July	Chíyue	(Chī-yuè)	(seven-month)
August	Báiyue	(Bā-yuè)	(eight-month)
September	Jiǔyue	(Jiǔ-yuè)	(nine-month)
October	Shíyue	(Shí-yuè)	(ten-month)
November	Shíyíyue	(Shíyī-yuè)	(eleven-month)
December	Shíèryue	(Shíèr-yuè)	(twelve-month)

b. The days of the month are formed with numbers and -hâu.

Thus:

first	yíhau	(yí-hâu)
second	èrhau	(èr-hâu)
third	sānhau	(sān-hâu)
fourth	szhau	(sz-hâu)
fifth	wǔhau	(wǔ-hâu)
tenth	shrhau	(shr-hâu)
eleventh	shryíhau	(shryí-hâu)
twentieth	èrshrhau	(èrshr-hâu)
twenty-fourth	èrshrszhau	(èrshr-sz-hâu)
thirtieth	sānshrhau	(sānshr-hâu)
thirty-first	sānsryíhau	(sānshr-yí-hâu)

4. The days of the week

The days of the week are formed with numbers and Líbài- or Syíngchí- except Sunday. Sunday is formed with either -tyān or í instead of numbers. Thus:

Sunday	Líbaityan	(Líbai-tyan)
Monday	Líbaiyí	(Líbai-yí)
Tuesday	Líbaièr	(Líbai-èr)
Wednesday	Líbaisān	(Líbai-sān)
Thursday	Líbaisz	(Líbai-sz)
Friday	Líbaiwǔ	(Líbai-wǔ)
Saturday	Líbailyōu	(Líbai-lyōu)

STRUCTURAL PATTERNS

1. CV-PW V Construction

CV-PW-V

Nǐ dāu nǎr chǔ?

Wǒ dzài jèr dzwò.

2. Purpose of going

A Purpose expression (cf. Basic Facts of Mandarin, Handbook, p.) appears immediately before or after the main verb chǔ to indicate the purpose of the action. Sometimes chǔ may appear twice, before and after the purpose expression.

Nǐ dāu túshūgwǎn chǔ dzwò shémǎ? or S-CV-O-V-PE

Nǐ dāu túshūgwǎn dzwò shémǎ chǔ? or S-CV-O-PE-V

Nǐ dāu túshūgwǎn chǔ dzwò shémǎ chǔ? S-CV-O-V-PE-V

3. Suffix -le and completed action

If an action is, was, has been, or will have been completed, the verb takes a -le suffix. In a sequence of actions, -le is used to indicate that the action will take place, is taking place, or did take place, before another. Hence, -le has nothing to do with verb tense, even though it appears most frequently where a past tense verb is used in English. The suffix -le can also be used as a sentence suffix, in which case the entire predicate is affected.

Wǒ yǐjīng kànle.

When the action is complete, a verb with a simple object usually can take a suffix -le immediately after it, or after

the object, or both. The exact senses of these three cases may be slightly different, but we need not go into that here:

Wǒ kànle dyànshǐ le.

Wǒ kànle dyànshǐ.

Wǒ kàn dyànshǐ le.

4. Incomplete action with méi

Méiyou or méi is prefixed to a verb to indicate incomplete action, e.g., Wǒ hái méiyùbei ne.

The particle ne is often added at the end of the sentence to emphasize it.

Note: When méi alone negates yǒu where yǒu is the main verb, the idea of "have no" has nothing to do with any incomplete action.

5. Question forms of completed action and incomplete action

Nǐ yùbeile ma? has the following variations:

Nǐ yùbeile ma? adding question particle ma

Nǐ yùbeile méiyǒu? adding negative adverb of incomplete action méiyǒu
(choice-type question)

Nǐ yùbeile méiyùbei? repeating same verb with méi-
(also choice-type)

Or, if negative question is wanted:

Nǐ méiyùbei ma? (Didn't you prepare?)

6. The use of yǒu to indicate existence of an object FW-N

The verb yǒu expresses simple existence.

In this sense when yǒu appears after a

place word, e.g., Jwōdz shàng yǒu shū
 (literally: As for the top of the table,
 there are books), the sense is:

There are books on the table.

Jèige shūjyádz shàng jyōu yǒu Yīngwen dǎdyǎn.

Nèige jwōdz shàngtou yǒu Jūngwen dǎdyǎn.

7. Omission of subject and object

In Chinese, the subject or object of the sentence, when clearly understood, is usually omitted; while in English, a pronoun is usually used. (cf., Answer forms, Unit I)

(Nǐ) yǒu (Jūngwen dǎdyǎn) ma?

(Nèr) yě méiyǒu (Jūngwen dǎdyǎn).

8. A sentence as an object

Nǐ jǐdau wōmen nǎityan kǎu shùsywé ma?

Nǐ kànkàn nèige jwōdz shàngtou yǒu méiyǒu.

9. Specified nouns

Sp-M N

jèige shūjyádz

nèige jwōdz

nèige (?) jwōdz

10. Question words in a sentence

A question word occupies in the sentence the same position as the word or words which replace in the answer:

(cf. Structural Patterns, Unit I)

Wōmen nǎityan kǎu shùsywé?

Wōmen Shǔywe bānau kǎu.

In an interrogative sentence, the same point in question can never take a question word and a question suffix ma at the same time, e.g., Shéi chyù? (Who is going?) never can take a ma; but Nǐ jǐrdau shéi chyù ma? (Do you know who is going?) is correct because here ma makes the main verb (one point in question) jǐrdau interrogative, while shéi chyù is another point in question.

NOTES

1. Cultural Notes

- a. Going to the library is so universally common in high school life that it requires no further comment. The students in China visit their libraries in very much the same way as the American students do.

2. Pedagogical Notes

- a. Use chalk or felt board to illustrate the situation and the characters involved.
- b. Arrange a bookcase and a study desk in the classroom; make available a calender, a Chinese dictionary, and a textbook of mathematics.
- c. During the seventh, eighth, and ninth hours, stress group and individual role-playing. Record on tape the performance of the students to help them correct their errors.
- d. Practice role-playing on the scene if a trip to the school library could be arranged without too much loss of time.

FLUENCY DRILL

Dàu.

Dàu nǎr?

Dàu nǎr chyù?

Nǐ dàu nǎr chyù?

Chén Jyā-jyùn dàu nǎr chyù?

Chén Jyā-jyùn, nǐ dàu nǎr chyù?

Dàu.

Dàu nèr.

Dàu nèr chyù.

Wǒ dàu nèr chyù.

Wǒ dàu túshūgwǎn chyù.

Wǒ dàu túshūgwǎn chyù dzwò syítí.

Wǒ dàu túshūgwǎn chyù dzwò syítí
chyù.

Kǎu.

Kǎu shùsywé.

Něityan kǎu shùsywé?

Wǒmen něityan kǎu shùsywé?

Nǐ jǐdau wǒmen něityan kǎu shùsywé?

Nǐ jǐdau wǒmen něityan kǎu shùsywé
ma?

Kǎu.

Báhau kǎu.

Shfrywe báhau kǎu.

Dàgài Shfrywe báhau kǎu.

Dàgài Shfrywe báhau kǎu shùsywé.

Wǒmen dàgài Shfrywe báhau kǎu shùsywé.

Yùbei.

Yùbeile.

Yùbeile ma?

Nǐ yùbeile ma?

Nǐ yǐjing yùbeile ma?

Nǐ dzwótyan yǐjing yùbeile ma?

Yùbei.

Méiyùbei.

Hái méiyùbei.

Wǒ hái méiyùbei.

Wǒmen hái méiyùbei.

Wǒmen dōu hái méiyùbei.

Wǒmen dōu hái méiyùbei ne.

Jǎu.

Jǎu shū.

Jǎu shū chyù.

Chyù jǎu shū chyù.

Dàu nèr chyù jǎu shū chyù.

Syān dàu nèr chyù jǎu shū chyù.

Wǒ syān dàu nèr chyù jǎu shū chyù.

Dzài.

Dzài jèr.

Dzài jèr dzwò.

Wǒ dzài jèr dzwò.

Wǒ syān dzài jèr dzwò.

Kànkān.

Kànkān jwōdz.

Kànkān nèige jwōdz.

Kànkān nèige jwōdz shang.

Kànkān nèige jwōdz shang yǒu méiyōu.

Nǐ kànkān nèige jwōdz shang yǒu méiyōu.

Yǒu.

Yǒu dzǎdyǎn.

Yǒu Yīngwen dzǎdyǎn.

Jyòu yǒu Yīngwen dzǎdyǎn.

Shūjyǎdz shang jyòu yǒu Yīngwen dzǎdyǎn.

Jèige shūjyǎdz shang jyòu yǒu Yīngwen dzǎdyǎn.

REPETITION DRILL

Lǎushǐ

Sywésheng

S CV O V

Nǐ dài nǎr chū?

(Student repeats after the model)

Wǒ dài nèr chū.

Tā dài túshūgwǎn chū.

Wǒmen dài sywésyào chū.

Tāmen dài jyàushǐ chū.

Chén Jyā-jyùn dài shíyànshǐ chū.

Nǐ dzài nǎr dzwò?

Wǒ dzài jèr dzwò.

Tā dzài nèr dzwò.

Lǐ Syānsheng dzài yǐdz shang dzwò.

Jāng Měi-fāng dzài yǐdz shang dzwò.

Chén Jyā-jyùn dzài jwōdz shang dzwò.

S CV O V PE

Nǐ dài túshūgwǎn chū dzwò shémǎ?

Wǒ dài nèr chū dzwò syítí chū.

Tā dài jyàushǐ kǎu shùsywé chū.

Wǒmen dài jyàushǐ kàn dyànshǐ chū.

Chén Jyā-jyùn dài nèr chū tīng chāngpyār chū.

Jāng Lǎushǐ dài túshūgwǎn chū kàn bàu chū.

Le (Completed action)

Wǒ kànle.

Tā yǐjing kāule.

Wǒmen yǐjing tīngle.

Jiāng Měi-fāng dzwò syítí le.

Chén Jyā-jyùn tīngle chāngpyār le.

Wáng Syānsheng dàu shryànshr̄ chyùle.

Mei(you)V (Incomplete action)

Wǒ hái méiyùbei ne.

Tā hái méidzwò syítí ne.

Wáng Lǎushr̄ hái méikàn bàu ne.

Lǐ Syānsheng hái méichyù ne.

Chén Jyā-jyùn hái méitīng chāngpyār ne.

Jiāng Měi-fāng hái méijǎu Jūngwen dzdyǎn ne.

Question Forms (Completed action)

Tā dzwòle ma?

Nǐ kànle dyànshr̄ le ma?

Nín kǎu shùsywé le ma?

Chén Jyā-jyùn yùbeile ma?

Jiāng Měi-fāng tīngle chāngpyār ma?

Lǐ Lǎushr̄ jǎule Yīngwen shū le ma?

Tā dzwòle méiyóu?

Nǐ kǎnle dyànshǐ méiyóu?

Nín kǎu shùsywé le méiyóu?

Chén Jyā-jyùn yùbeile méiyóu?

Jāng Měi-fāng tīngle chāngpyār méiyóu?

Lí Lǎushǐ jāule Yīngwen shū le méiyóu?

Tā dzwòle méidzwò?

Nǐ kǎnle dyànshǐ méikǎn?

Nín kǎule shùsywé méikǎu?

Chén Jyā-jyùn yùbeile méiyùbei?

Jāng Měi-fāng tīngle chāngpyār méitīng?

Lí Lǎushǐ jāule Yīngwen shū méijǎu?

Tā méidzwò ma?

Nǐ méikǎn dyànshǐ ma?

Nín méikǎu shùsywé ma?

Chén Jyā-jyùn méiyùbei ma?

Jāng Měi-fāng méitīng chāngpyār ma?

Lí Lǎushǐ méijǎu Yīngwen shū ma?

PW you N

Jèige shūjyàdz shang yǒu Yīngwen dzdyǎn.

Nèige jwōdz shang yǒu dzájr.

Nèige yǐdz shang yǒu Jūngwen bàu.

Jèige bàu shang yǒu Fàwen dzdyǎn.

Nèige dzájr shang yǒu Déwen shū.

Jèige dzdyǎn shang yǒu Syībānyáwén dzájr.

Sentence as an Object

Nǐ jǐrdau wōmen něityan kǎu shùsywé ma?

Nǐ kànkān nèige jwōdz shang yǒu méiyōu.

Wǒ kàn jèige yǐdz shang méiyōu Jūngwen dzdyǎn.

Tā bùjǐrdau wōmen Shǐywe báhau kǎu shùsywé.

SUBSTITUTION DRILL

Lǎushr̄

Wǒ dàu túshūgwǎn chyù.

sywésyàu

jyàushr̄

shryànshr̄

Tā dàu sywésyàu dzwò syítí chyù.

tīng chāngpyār

jāu shū

kǎn dyànshr̄

kǎn shùsywé

Nǐ jrdau wōmen nēityan kāu shùsywé ma?

dzr̄án

shèhwèi

Yīngwén

Jūngwén

Syībānyáwén

Sywésheng

Wǒ dàu túshūgwǎn chyù.

Wǒ dàu sywésyàu chyù.

Wǒ dàu jyàushr̄ chyù.

Wǒ dàu shryànshr̄ chyù.

Tā dàu sywésyàu dzwò syítí chyù.

Tā dàu sywésyàu tīng chāngpyār
chyù.

Tā dàu sywésyàu jāu shū chyù.

Tā dàu sywésyàu kǎn' dyànshr̄ chyù.

Tā dàu sywésyàu kāu shùsywé chyù.

Nǐ jrdau wōmen nēityan kāu shùsywé
ma?

Nǐ jrdau wōmen nēityan kāu dzr̄án
ma?

Nǐ jrdau wōmen nēityan kāu shèhwèi
ma?

Nǐ jrdau wōmen nēityan kāu Yīngwén
ma?

Nǐ jrdau wōmen nēityan kāu Jūngwén
ma?

Nǐ jrdau wōmen nēityan kāu
Syībānyáwén ma?

Wōmen dàgài Shírywe báhou kǎu.

Sānywe szhau

Lyòuywe wūhau

Jyòuywe chíhau

Èrywe yíhau

Wōmen dàgài Shírywe báhou kǎu.

Wōmen dàgài Sānywe szhau kǎu.

Wōmen dàgài Lyòuywe wūhau kǎu.

Wōmen dàgài Jyòuywe chíhau kǎu.

Wōmen dàgài Èrywe yíhau kǎu.

Tā syān dàu nèr chyù jǎu shū chyù.

bàu

dzájr

dždyān

jwōdz

yǐdz

Tā syān dàu nèr chyù jǎu shū chyù.

Tā syān dàu nèr chyù jǎu bàu chyù.

Tā syān dàu nèr chyù jǎu dzájr chyù.

Tā syān dàu nèr chyù jǎu dždyān
chyù.

Tā syān dàu nèr chyù jǎu jwōdz chyù.

Tā syān dàu nèr chyù jǎu yǐdz chyù.

Wōmen jǎu Jūngwen dždyān.

Yīngwen

Fàwen

Déwen

SyTbānyáwen

Wōmen jǎu Jūngwen dždyān.

Wōmen jǎu Yīngwen dždyān.

Wōmen jǎu Fàwen dždyān.

Wōmen jǎu Déwen dždyān.

Wōmen jǎu SyTbānyáwen dždyān.

Nǐ kànkān nège jwōdz shang yǒu méiyǒu? Nǐ kànkān nège jwōdz shang yǒu méiyǒu?

shūjyàdz

Nǐ kànkān nège shūjyàdz shang yǒu méiyǒu?

yǐdz

Nǐ kànkān nège yǐdz shang yǒu méiyǒu?

dzájr

Nǐ kànkān nège dzájr shang yǒu méiyǒu?

bàu

Nǐ kànkān nège bàu shang yǒu méiyǒu?

dzdyǎn

Nǐ kànkān nège dzdyǎn shang yǒu méiyǒu?

Chén Jyā-jyùn yùbeile ma?

kànle

Chén Jyā-jyùn yùbeile ma?

jǎule

Chén Jyā-jyùn kànle ma?

tīngle

Chén Jyā-jyùn jǎule ma?

kǎule

Chén Jyā-jyùn tīngle ma?

dzwòle

Chén Jyā-jyùn kǎule ma?

Chén Jyā-jyùn dzwòle ma?

Jāng Měi-fāng hái méiyùbei ne.

kàn

Jāng Měi-fāng hái méiyùbei ne.

jǎu

Jāng Měi-fāng hái méikàn ne.

tīng

Jāng Měi-fāng hái méijǎu ne.

kǎu

Jāng Měi-fāng hái méitīng ne.

dzwò

Jāng Měi-fāng hái méikǎu ne.

Jāng Měi-fāng hái méidzwò ne.

Wō dzài jèr dzwò.

kāu shùsywé

tīng chāngpyār

dzwò syítí

kàn dyànshr̄.

jāu dzájr̄.

Tā yǐjing kànle.

kāu shùsywé

tīng chāngpyār

dzwò syítí

kàn dyànshr̄

jāu dzájr̄

Jèige shūjyadz shang jyòu yǒu
Yīngwen dzdyān.

Jūngwen dzájr̄

Fāwen bàu

Déwen shū

Yīhwēr wō dzài jāu.

yùbei

dzwò

tīng

kànkān

Wō dzài jèr dzwò.

Wō dzài jèr kāu shùsywé.

Wō dzài jèr tīng chāngpyār.

Wō dzài jèr dzwò syítí.

Wō dzài jèr kàn dyànshr̄.

Wō dzài jèr jāu dzájr̄.

Tā yǐjing kànle.

Tā yǐjing kāule shùsywé le.

Tā yǐjing tīngle chāngpyār le.

Tā yǐjing dzwòle syítí le.

Tā yǐjing kànle dyànshr̄ le.

Tā yǐjing jāule dzájr̄ le.

Jèige shūjyadz shang jyòu yǒu
Yīngwen dzdyān.

Jèige shūjyadz shang jyòu yǒu
Jūngwen dzájr̄.

Jèige shūjyadz shang jyòu yǒu
Fāwen bàu.

Jèige shūjyadz shang jyòu yǒu
Déwen shū.

Yīhwēr wō dzài jāu.

Yīhwēr wō dzài yùbei.

Yīhwēr wō dzài dzwò.

Yīhwēr wō dzài tīng.

Yīhwēr wō dzài kànkān.

REPLACEMENT DRILLLǎushǐ

Wǒ dào túshūgwǎn chū.

shǐyànshǐ

Tā

jiànshǐ

Tāmen

Tā dào sīwéiyào dǎo sītí chū.

jiàn shū

Wǒmen

kǎo shùsywé

Jiāng Měi-fāng

Nǐ jǐdào wǒmen nǎityan kǎo Jūngwen ma?

dǎo

Nǐ

shèhwèi

Lǐ Lǎushǐ

Sīwéisheng

Wǒ dào túshūgwǎn chū.

Wǒ dào shǐyànshǐ chū.

Tā dào shǐyànshǐ chū.

Tā dào jiànshǐ chū.

Tāmen dào jiànshǐ chū.

Tā dào sīwéiyào dǎo sītí chū.

Tā dào sīwéiyào jiàn shū chū.

Wǒmen dào sīwéiyào jiàn shū chū.

Wǒmen dào sīwéiyào kǎo shùsywé chū.

Jiāng Měi-fāng dào sīwéiyào kǎo shùsywé chū.

Nǐ jǐdào wǒmen nǎityan kǎo Jūngwen ma?

Nǐ jǐdào wǒmen nǎityan kǎo dǎo ma?

Nǐ jǐdào wǒmen nǎityan kǎo dǎo ma?

Nǐ jǐdào wǒmen nǎityan kǎo shèhwèi ma?

Lǐ Lǎushǐ jǐdào wǒmen nǎityan kǎo shèhwèi ma?

Wōmen dàgài Shrywe bāhau kāu.

Szywe lyōuhau

Nimen

Wūywe jyōuhau

Tāmen

Wōmen dàgài Shrywe bāhau kāu.

Wōmen dàgài Szywe lyōuhau kāu.

Nimen dàgài Szywe lyōuhau kāu.

Nimen dàgài Wūywe jyōuhau kāu.

Tāmen dàgài Wūywe jyōuhau kāu.

Tā syān dàu nèr chyù jǎu shū chyù.

dzdyān

Wō

dzájr

Jāng Syānsheng

Tā syān dàu nèr chyù jǎu shū chyù.

Tā syān dàu nèr chyù jǎu dzdyān chyù.

Wō syān dàu nèr chyù jǎu dzdyān chyù.

Wō syān dàu nèr chyù jǎu dzájr chyù.

Jāng Syānsheng syān dàu nèr chyù jǎu dzájr chyù.

Wōmen jǎu Jūngwen dzdyān.

Dēwen

Wáng Lǎushī

Syībānyáwen

Chén Jyā-jyùn

Wōmen jǎu Jūngwen dzdyān.

Wōmen jǎu Dēwen dzdyān.

Wáng Lǎushī jǎu Dēwen dzdyān.

Wáng Lǎushī jǎu Syībānyáwen dzdyān.

Chén Jyā-jyùn jǎu Syībānyáwen dzdyān.

Tā yùbeile ma?

dzwòle

Nǐ

kànle

Jāng Měi-fāng

Tā yùbeile ma?

Tā dzwòle ma?

Nǐ dzwòle ma?

Nǐ kànle ma?

Jāng Měi-fāng kànle ma?

Wǒ hái méiyùbei ne.

tīng

Tāmen

kāu

Lǐ Lǎushǐ

Wǒ hái méiyùbei ne.

Wǒ hái méitīng ne.

Tāmen hái méitīng ne.

Tāmen hái méikāu ne.

Lǐ Lǎushǐ hái méikāu ne.

Wǒ dzài jèr dzwò.

tīng chàngpyār

Tā

kàn dyànshǐ

Wǒmen

Wǒ dzài jèr dzwò.

Wǒ dzài jèr tīng chàngpyār.

Tā dzài jèr tīng chàngpyār.

Tā dzài jèr kàn dyànshǐ.

Wǒmen dzài jèr kàn dyànshǐ.

Wǒ yǐjing kànle.

dzwò syítí

Tāmen

jǎu bàu

Wáng Syānsheng

Wǒ yǐjing kànle.

Wǒ yǐjing dzwòle syítí le.

Tāmen yǐjing dzwòle syítí le.

Tāmen yǐjing jǎule bàu le.

Wáng Syānsheng yǐjing jǎule bàu le.

Jèige shūjyàdz shang jyòu yǒu
Yīngwen dzdyān.

Fàwen shū

Nèige jwōdz

Déwen dzájr

Jèige yǐdz

Jèige shūjyàdz shang jyòu yǒu
Yīngwen dzdyān.

Jèige shūjyàdz shang jyòu yǒu Fàwen
shū.

Nèige jwōdz shang jyòu yǒu Fàwen shū.

Nèige jwōdz shang jyòu yǒu Déwen
dzájr.

Jèige yǐdz shang jyòu yǒu Déwen
dzájr.

Yìhwě̄r wǒ dzài jǎu.

kànkān

wōmen

tīngtīng

nín

Yìhwě̄r wǒ dzài jǎu.

Yìhwě̄r wǒ dzài kànkān.

Yìhwě̄r wōmen dzài kànkān.

Yìhwě̄r wōmen dzài tīngtīng.

Yìhwě̄r nín dzài tīngtīng.

RESPONSE DRILLLǎushr̄

Nǐ dàu nār chyù?

(sywésyàu)

(shryànshr̄)

(túshūgwǎn)

(jyàushr̄)

Nǐ dàu nèr chyù dzwò shémma?

(dzwò syítí)

(kàn dzájr̄)

(jǎu shū)

(tīng chàngpyār)

Nǐ jrdau wōmen nēityan kǎu Jūngwén ma?

(míngtyan)

(hòutyán)

(Báywe èrhau)

(Chíywe szhau)

Nǐ yùbeile ma?

(yǐjing)

(hái méi)

Sywésheng

Wǒ dàu sywésyàu chyù.

Wǒ dàu shryànshr̄ chyù.

Wǒ dàu túshūgwǎn chyù.

Wǒ dàu jyàushr̄ chyù.

Wǒ dàu nèr chyù dzwò syítí chyù.

Wǒ dàu nèr chyù kàn dzájr̄ chyù.

Wǒ dàu nèr chyù jǎu shū chyù.

Wǒ dàu nèr chyù tīng chàngpyār
chyù.

Wōmen míngtyan kǎu Jūngwén.

Wōmen hòutyán kǎu Jūngwén.

Wōmen Báywe èrhau kǎu Jūngwén.

Wōmen Chíywe szhau kǎu Jūngwén.

Wó yǐjing yùbeile.

Wǒ hái méiyùbei ne.

Nǐ dzài nǎr dzwò?

(jèr)

(nèr)

Wǒ dzài jèr dzwò.

Wǒ dzài nèr dzwò.

Nǐ jīntyan yǒu shémma kè?

(džrán)

(shèhwèi)

(shùsywé)

(Yīngwén)

(Jūngwén)

Wǒ jīntyan yǒu džrán.

Wǒ jīntyan yǒu shèhwèi.

Wǒ jīntyan yǒu shùsywé.

Wǒ jīntyan yǒu Yīngwén.

Wǒ jīntyan yǒu Jūngwén.

Wǒmen túshūgwǎn yǒu shémma?

(shū)

(bàu)

(dzájr)

(dzdyǎn)

Wǒmen túshūgwǎn yǒu shū.

Wǒmen túshūgwǎn yǒu bàu.

Wǒmen túshūgwǎn yǒu dzájr.

Wǒmen túshūgwǎn yǒu dzdyǎn.

DIRECTED CONVERSATION

Lāushr̄

Nǐ wèn tā, tā dàu nār chyù.

Nǐ wèn tā, tā dàu nèr chyù dzwò shémma.

Nǐ wèn tā, tā jǐrdau bujǐrdau wōmen nēityan kǎu shùsywé.

Nǐ wèn tā, tā yùbeile ma.

Sywésheng

Nǐ dàu nār chyù?

Wǒ dàu túshūgwǎn chyù.

Wǒ dàu sywésyàu chyù.

Wǒ dàu jyàushr̄ chyù.

Wǒ dàu shryànshr̄ chyù.

Nǐ dàu nèr chyù dzwò shémma?

Wǒ dàu nèr chyù dzwò syítí chyù.

Wǒ dàu nèr chyù tīng chàngpyār chyù.

Wǒ dàu nèr chyù kàn dyànshr̄ chyù.

Wǒ dàu nèr chyù jǎu dzájǐr chyù.

Nǐ jǐrdau wōmen nēityan kǎu shùsywé ma?

Wōmen dàgài Shrywe báhau kǎu.

Wōmen dàgài hòutyan kǎu.

Wōmen dàgài míngtyan dzǎushang kǎu.

Wǒ bujǐrdau.

Nǐ yùbeile ma?

Wǒ yǐjing yùbeile.

Wǒ hái méiyùbei ne.

Nǐ wèn tā, nèige shūjyàdz shang
yǒu méiyǒu Jūngwen dzdyan.

Nèige shūjyàdz shang yǒu méiyǒu
Jūngwen dzdyan?

Nèige shūjyàdz shang yǒu Jūngwen
dzdyan.

Nèige shūjyàdz shang méiyǒu Jūngwen
dzdyan.

Nǐ wèn tā, tā jīntyan yǒu shémǎ kè.

Nǐ jīntyan yǒu shémǎ kè?

Wǒ jīntyan yǒu Yīngwén.

Wǒ jīntyan yǒu shèhwèi.

Wǒ jīntyan yǒu Syībānyáwén.

Wǒ jīntyan méiyǒu kè.

Nǐ wèn tā, wǒmen túshūgwǎn yǒu
shémǎ.

Wǒmen túshūgwǎn yǒu shémǎ?

Wǒmen túshūgwǎn yǒu dzájr.

Wǒmen túshūgwǎn yǒu Fàwen shū.

Wǒmen túshūgwǎn yǒu Yīngwen bàu.

Wǒmen túshūgwǎn yǒu shūjyàdz.

DIALOGUE EXPANSION

Nǐ dài nǎr chū?

Wǒ dài sywésyau chū?

Nǐ jīntyan dài sywésyau chū dzwò shéma?

Wǒ jīntyan dài sywésyau dzwò dzrán syítí chū.

Nǐ míngtyan dzaushang yǒu shéma kè?

Wǒ míngtyan dzaushang yǒu Jūngwén.

Jèige túshūgwǎn yǒu shéma?

Jèige túshūgwǎn yǒu shū.

Nèr yǒu Jūngwén bàu ma?

Nèr méiyǒu Jūngwén bàu, nèr jyòu yǒu Yīngwén bàu.

Nǐ jīdau tā chángchāng kàn dyànshè ma?

Tā bùcháng kàn dyànshè, tā chángchāng tīng chāngpyār.

Wǒmen Shíyǒu sǎhau kǎu shéma?

Wǒmen Shíyǒu sǎhau kǎu shūsywé.

Wǒ dzài jèr kàn dzájǐ. Nǐ dzài nǎr kàn shū?

Wǒ yě dzài jèr kànkān Fàwén dzájǐ.

Nǐ jǎule Jūngwén dzǎyǎn le ma?

Wǒ hái méijǎu ne. Nǐ kànkān nèige yǐdz shang yǒu shéma shū.

Nèr jyòu yǒu Syībānyáwén dzájǐ, méiyǒu Jūngwén dzǎyǎn.

Búyǎujǐn. Yǐhwèr wǒ dzài kànkān.

NARRATION

Wōmende túshūgwǎn hén hǎukàn. Nèr yǒu shū. Nèr yé yǒu dzájǐ.
Wǒ jīntyan dzaūshang dàu nèr chyù jǎu Jūngwen dzǎyǎn chyù. Wó jǎule
yìhwēr. Jwōdz shang, shūjyǎdz shang dōu méiyǒu. Nèr jyòu yǒu Yīngwen
dzǎyǎn.

Wōmen Shǐywe báhau kǎu shùsywé. Wó yǐjing yùbeile. Chén Jyā-jyùn
hái méiyùbei. Tā dzài túshūgwǎn dzwò Déwen syítí.

RHYMES

Yī èr sān,

Sān èr yī,

Yī èr sān sè wǔ lyòu chī,

Chī lyòu wǔ sè sān èr yī.

Sān jyōu èrshrchī,

Jyōu jyōu bāshryī,

Shùsywé shùsywé hěn rúngyī.

PROGRESS EVALUATION

1. Pronunciation (On tape - utterances are spaced to permit the student to imitate.)

Chén Jyā-jyùn. Nǐ dàu nǎr chyù?

Nǐ jīdau wōmen nēityan kǎu shùsywé ma?

Wó jǎu Jūngwen dzdyǎn.

Wōmen dàgài Sānywe szhau kǎu.

Nèr yě méiyóu.

Yī Èr Sān Sǐ Wǔ Lyòu Chī Bā Jyōu Shr

2. Listening and Speaking (Student listens to the tape and responds according to the proper sentence he has learned. Several correct responses to each utterance may be possible, but the most direct one taught and practiced in this unit is suggested in parentheses.)

Nǐ dàu nǎr chyù?

(Wó dàu túshūgwǎn chyù.)

Nǐ jīntyan yǒu shémma kè?

(Wó jīntyan yǒu Jūngwén.)

Nǐ chángchāng kàn Jūngwen bàu ma?

(Wó chángchāng kàn Jūngwen bàu.)

Nǐ yǒu Yīngwen dzdyǎn ma?

(Wó yǒu Yīngwen dzdyǎn.)

Túshūgwǎn yǒu shémma?

(Túshūgwǎn yǒu shū.)

Nǐ dàu nèr chyù dzwò syítí chyù ma?

(Wó dàu nèr chyù dzwò syítí chyù.)

Nǐ kàn nèige shūjyadz shang yǒu dzájr méiyóu?

(Wó yǐjing kànle. Nèr méiyóu.)

3. Auditory Comprehension (Retell the following passages in English)

Wōmende túshūgwǎn yǒu shū. Wǒ jīntiān dǎzǎushàng dàu nèr chūyì
dzwò dǎrǎn syítí chūyì. Chén Jyā-jyùn yě dǎzài nèr kàn bàu.

Wōmen Szywe chíhau kǎu Syībānyáwén. Wǒ hái méi yùbèi. Wǒ dàu
sywésyàu jǎu Syībānyáwén dǎdǎn chūyì.

4. Reading (To be used after Romanization has been learned by the students)

Chén Jyā-jyùn dàu túshūgwǎn chūyì.

Wǒ dàu jyàushr chūyì.

Tā dàu nèr chūyì dzwò shémǎ?

Tā dàu nèr chūyì dzwò shùsywé syítí chūyì.

Jèr méiyòu jwōdz, jèr yóu yǐdz.

Nǐ jǐdàu wōmen nēityan kǎu shèhwèi ma?

Wōmen Jyōuywe shrèrhau kǎu.

Nǐ yùbèile méiyùbèi?

Wōmen syān dàu shǐyànshr chūyì jǎu shūjyàdz chūyì.

UNIT IV

FOR TEACHER

Chinese-Mandarin Teaching
Material Development Project
San Francisco State College

UNIT IV

GOING TO THE DINING ROOM

Student A and B go to the dining room together. Student A plans to have a steak while B, being too heavy already, goes on a slim diet.

In the second section, Student A shows his friend how he really can eat.

In the third section of the dialogue, they talk about Chinese food and restaurants. Student B advises A that nobody can eat steaks with chopsticks, but there are also knives and forks in Chinese restaurants.

CUE SHEET

UNIT IV

1
CUT OUT

Wō èle. Nǐ keyi gēn wǒ yīkwàr...?
Hǎu a. Nǐ jīntyan syāng chǐ shemma?

2
CUT OUT

Wó syāng chǐ nyóupái. Nǐ ne?
Wǒ jyòu syāng chǐ yidyār chīngtsāi.

3
CUT OUT

Nǐ yidyār ròu dōu bùchǐ ma?
Wǒ tài pàngle, kùnéng.....

4
CUT OUT

Jīntyande tsài jēn bútsuò... Yǒu...
Wǒ jyòu chǐ yipár chīngtsāi, hē
yìbēi nyòunāi.

5
CUT OUT

Wǒ yau yīkwài jājī, yípyār myànbāu,
yiwán tāng.
He, nǐ nènme shòu, kěshr....

6
CUT OUT

Nǐ cháng dàu Jūnggwo fàngwār chmè
chǐfàn ma?
Wǒ cháng chyù. Wó hēn ài chǐ....

7
CUT OUT

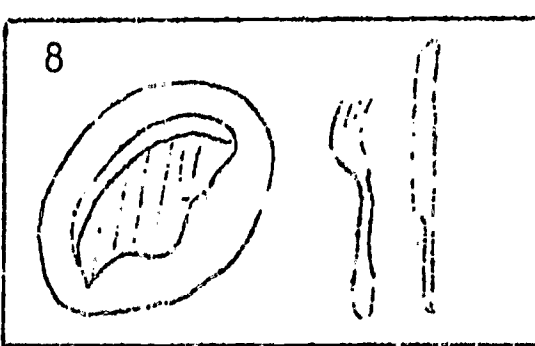
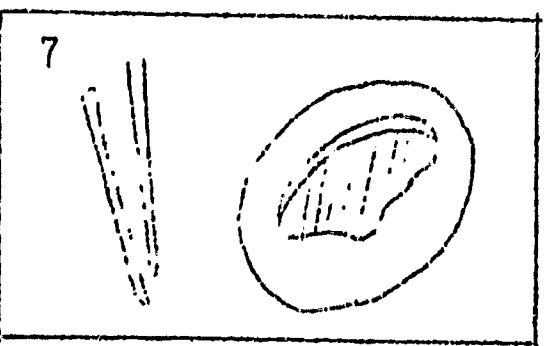
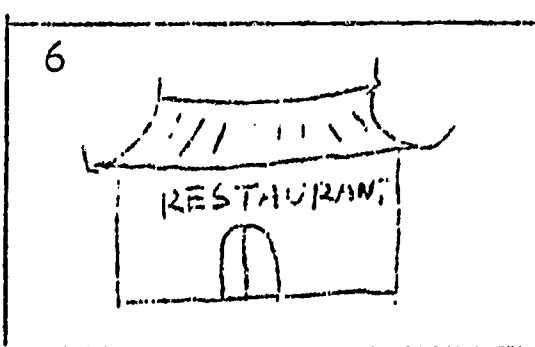
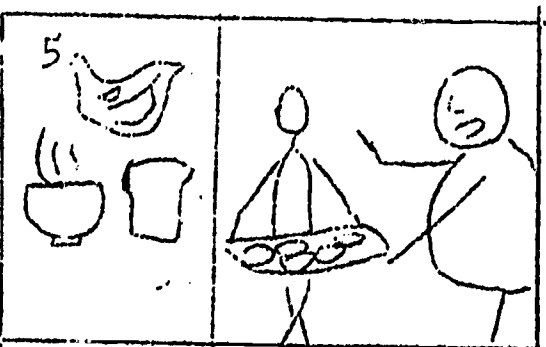
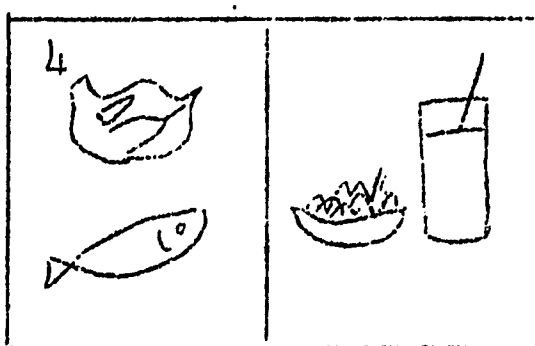
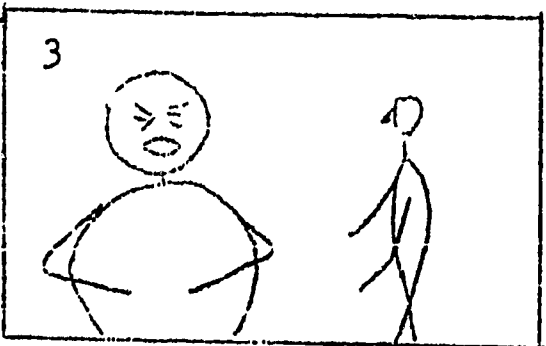
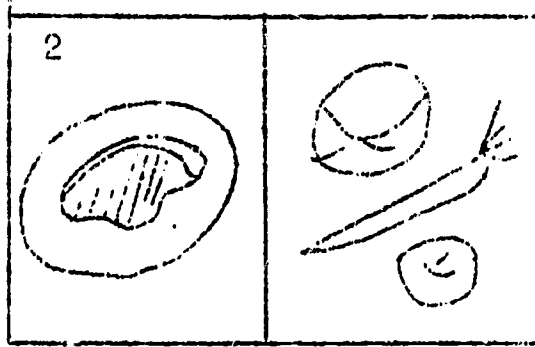
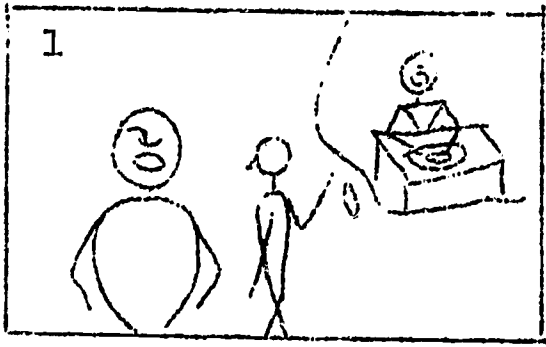
Nǐ hwèi yùng kwàidz ma?
Hwèi yidyār. Dwèile,....

8
CUT OUT

Nǐ yě keyi yùng kwàidz chǐ....?
Dzēmme nēng yùng kwàidz chǐ ne. ...

CUE SHEET

UNIT IV



Unit 4: 1-6

DIALOGUE

Sywésheng Yī: Wǒ èle. Nǐ kéyi gēn wǒ yíkwàr chyù
chǐfàn ma?

Sywésheng Èr: Hǎu a. Nǐ jīntyan syāng chǐ shémma?

Sywésheng Yī: Wǒ syāng chǐ nyóupái. Nǐ ne?

Sywésheng Èr: Wǒ jyòu syāng chǐ yìdyār chīngtsài.

Sywésheng Yī: Nǐ yìdyār ròu dōu bùshǐ ma?

Sywésheng Èr: Wǒ tài pàngle, bùnéng dzài chǐ ròu le.

Sywésheng Yī: Jīntyande tsài jēn bútswò a. Yǒu jī, yé
yǒu yú.

Sywésheng Èr: wǒ jyòu chǐ yìpár chīngtsài, hē yìbēi
nyóunǎi.

Sywésheng Yī: Wǒ yào yíkwài jājī, yípyàr myànbāu,
yìwǎn tāng.

Sywésheng Èr: He, nǐ nèmme shòu, kěshr jēn néng chǐ a!

Sywésheng Yī: Nǐ cháng dàu Jūnggwo fàngvǎr chyù
chǐfàn ma?

Sywésheng Èr: Wǒ cháng chyù. Wǒ hěn ài chǐ Jūnggwo
fàn.

Sywésheng Yī: Nǐ hwèi yùng kwàidz ma?

Sywésheng Èr: Hwèi yìdyǎr. Dwèile, Jūnggwo fàngwǎn
yé yǒu nyóupái.

Sywésheng Yī: Nǐ yě kéyi yùng kwàidz chǐ nyóupái ma?

Sywésheng Èr: Dzěmme néng yùng kwàidz chǐ ne! Tāmen
nèr yé yǒu dāuchā.

Student A: I'm hungry. . Will you go to eat with me?

Student B: Fine. , What would you like to eat today?

Student A: I'd like to eat a steak. How about you?

Student B: I only care for a little vegetable.

Student A: You wouldn't want any meat at all?

Student B: I'm too fat, can't have meat any more.

Student A: The food is really good today. There is chicken as well as fish.

Student B: I'll only have an order of vegetable, and a glass of milk.

Student A: I want a piece of fried chicken, a slice of bread, and a bowl of soup.

Student B: Heh! You are so skinny, but, my, how you really can eat!

Student A: Do you often eat at Chinese restaurants?

Student B: Yes, I do. I like Chinese food very much.

Student A: Do you know how to use chopsticks?

Student B: A little. Yes, Chinese restaurants also serve steaks.

Student A: Can you also eat steaks with chopsticks?

Student B: **How can anyone eat (them) with chopsticks!**
They also have knives and forks.

SUMMARY

1. The Sounds

a. Initial

ts tsài

b. Tones

(1) Successive Low Tones

Jūnggwo fàngwǎr yé yǒu nyóupái.(2) Tones on Yī, Chī, BāYípyàr, chípyàr, bāpyàr

2. Vocabulary

1. Nouns

Wó syǎng chǐ nyóupái.Wǒ jyòu syǎng chǐ yídyǎr chīngtsài.Nǐ yídyǎr ròu dōu bùchǐ ma?Jīntyande tsài jēn bútswǒ a.Yǒu jī, yé yǒu yú.Wǒ hē yībēi nyóunǎi.Wǒ yào yíkwài jáji, yípyàr myànbāu, yíwèn tāng.Nǐ cháng dài Jūnggwo fàngwǎr chyù chǐan ma?Wó hēn ài chǐ Jūnggwo fàn.Nǐ hwèi yùng kwàidz ma?Tāmen nèr yé yǒu dāuchā.Wǒ dài fàntīng chyù chǐfàn.Tā bùnéng dzài hē bīngshwēi le.Jèr yóu chāumyàn, yé yǒu chǐufàn.

b. Verbs

Nǐ syǎng chǐ shémma?

Wǒ hē yìbēi nyóunǎi.

Wǒ yào yíkwài jājī.

Wǒ hwèi yòng kwàidz.

c. VO Compounds

Wǒmen yíkwàr chyù chǐfàn.

Nǐ kéyi gēn wǒ yíkwàr chyù nyànshū ma?

d. Auxiliary Verbs

Nǐ jīntyan syǎng chǐ shémma?

Nǐ kéyi gēn wǒ yíkwàr chyù chǐfàn ma?

Dzēmme néng yòng kwàidz chǐ ne.

Nǐ hwèi yòng kwàidz ma?

Wó hēn ài chǐ Jūngfwo fàn.

e. Co-Verb

Nǐ kéyi gēn wǒ yíkwàr chyù chǐfàn ma?

f. Adjectives

Wǒ èle

Wǒ tài pàngle.

Jīntyande tsài jēn bútswò a.

He, nǐ nèmme shòu, kěshr jēn néng chǐ a.

Nǐ bāule ma?

Jīntyande tsài hén hǎuchǐ.

g. Adverbs

Jīntyande tsài jēn bútswò.

Nǐ kēyi gēn wǒ yíkwà chyù chǐfàn ma?

Wǒ tài pànglè.

He, nǐ nèmme shòu, kěshr jēn néng chǐ a.

Dzēmme néng yùng kwàidz chǐ ne.

Wǒ jēmme pàng, kěshr bùnéng chǐ.

h. Measures

Wǒ jyòu chǐ yìpár chǐngtsài, hē yìbēi nyòunǎi.

Wǒ yàu yíkwài jǎjǐ, yìpyà myànbāu, yìwǎn tǎng.

i. Idiomatic Expressions

Hǎu a.

He, nǐ nèmme shòu, kěshr ...

Dwèile, Jūnggwo fàngwǎr yé yǒu ...

3. Structural Patterns

: Changed Status with -Le

(1) With Adjectives

Wǒ èle.

(2) With Auxiliary Verbs

Wǒ bùnéng dzài chī ròu le.

b. Sentence with Auxiliary Verbs

Wǒ hwèi yòng kwàidz.

c. Omission of Subject with Yǒu

(Jèr) yǒu jī, yé yǒu yú.

d. Multiple Objects

(1) S V O, ye V O, ...

Yǒu jī, yé yǒu yú.

(2) S V O, V O

Wǒ jyòu chī yípár chīngtsài, hē yībēi nyóunài.

(3) S V O, O, O, ...

Wǒ yào yíkwài jājī, yípyàr myànbāu, yìwǎn tāng.

e. N-ne Question Form

Wó syǎng chī nyóupái. Nǐ ne?

f. Nu-M N

Yípár chīngtsài

g. ProN(N) PW

Tāmen nèr

h. S yi-M (N) dōu negV

Nǐ yìdyǎr ròu dōu bùchī ma?

THE SOUNDS

1. Initials

The following are the new initials found in Unit IV:

ts tsâi

2. Tones

a. Successive low tones

If more than three tones occur in sequence the most common pattern alternates low and rising tones, but this may be modified by a desire to stress some particular word or words.

Jüנגgwo fāngwār yě yǒu nyóupái.

Jüנגgwo fāngwār yé yǒu nyóupái.

b. Tones on yī, chī, bā

The numeral yī (one), when used as cardinal in counting, has the high level tone. When followed by a measure, however, it behaves exactly like the negative adverb bù. Hence, yípyâr (-pyâr being a falling tone), but yípár. This change is most evident when the number is stressed. The two numerals chī and bā keep the level tone, except when followed by a falling tone, when they (like yī) tend to rise: chībēi nyóunái, but chípyâr myân bāu.

UNIT I. - T 2

As in the case of bù and yí, this tone change is most noticeable when the numeral is stressed.

VOCABULARY

1. Nouns

nyóupái	beefsteak
yídyǎr	a little; a bit, some
chíngtsái	vegetable; green vegetable
ròu	meat
tsái	vegetables; a dish of food other than staple
jī	chicken
yú	fish
nyóunǎi	milk
jáji	fried chicken
myànbāu	bread
tāng	soup
fàngwǎr	restaurant
fàn	meal; cooked rice
kwàidz	chopsticks
dǎuchā	knife and fork

2. Verbs

chī	eat
hē	drink
yào	want; like
yòng	use

3. Verb-Object Compounds

A Chinese verb may be so commonly associated with a generalized object that they form a compound readily translatable into a single English intransitive verb. Such compounds are identified as verb-object compounds (cf. "Basic Facts about Mandarin," Handbook, p.), e.g., chǐfàn, literally meaning 'eat meals' or 'eat cooked rice,' is understood as 'eat.' Thus Nǐ chǐfànle ma? is a simple question in English, "Did you eat?"

When a specific object is used, it must replace the generalized object in a verb-object compound, e.g., Wǒ chī nyóupái (I eat beefsteak), never Wǒ chǐfàn nyóupái.

The object in a verb-object compound, in most cases, can be modified by adjectives and measures, e.g., Wǒ chī Jūnggwó fàn (I eat Chinese food).

4. Auxiliary Verbs

An auxiliary verb supplements the main verb and appears immediately in front of it (cf. "Basic Facts about Mandarin," Handbook, p.). As it is done in English, the main verb, when clearly understood, is often omitted leaving the auxiliary to function alone.

Nǐ huì yìng kàidz ma?

Wǒ huì yìng kwàidz.

Wǒ huì. (Or, Huì.)

Three auxiliary verbs with overlapping meanings are introduced

in this unit. Néng, hwèi, kéyi may all be translated with the English auxiliary verb "can," yet under scrutiny they seem to stress physical ability or possibility, the "know how," and permissibility, respectively.

kéyi	may, can; be permitted to
syǎng	want to; plan to
néng	can, be able to
hwèi	can; know how to
ài	like or love to

5. Co-Verb

gēn	be with; and; follow
-----	----------------------

6. Adjectives

è	hungry
pāng	fat
bútswò	nice; not bad
shòu	skinny

7. Adverbs

jēn	truly; really
yíkwâr	together
tâi	too, excessively

nènm(me)	in that way; to that degree
dzēm(me)	how, in what way?; why?, how is it that?
kěshr	but, however (MA)

Note: When negation is expressed in a sentence with an adverb and a verb, the position of the negative adverb bù depends upon the exact sense of the sentence. Thus, bùhén hǎu (not very good) is not the same as hěn bùhǎu (very bad). In the case of jěn, however, as it is never preceded by bù.

8. Measures

-pár	plate
-bēi	cup; glass
-kwài	piece (lit. lump)
-pyâr	slice
-wǎn	bowl

9. Idiomatic Expression

hǎu a	fine (all right)
he	heh
dwēile	that's right (Yes, it is.)

10. Words with the final sound r

A large number of Chinese nouns, particularly in the Peking accent, are pronounced with the final consonant r (cf. "Basic Facts about Mandarin," Handbook, p.) this consonant is derived from the word ér (child, small, junior, etc.), but does not always clearly give its original meaning to the noun of which it has become a part, e.g., fàngwǎr, chàngpyār.

SUPPLEMENTARY VOCABULARY

1. Nouns

fântīng	dining room, cafeteria
bīngshuǐ	ice water
chǎumǎn	fried noodle
chǎofàn	fried rice

2. VO Compound

nyànshū	study
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3. Adjectives

bǎu	full (exclusively for eating)
hǎochī	delicious; tasty (good taste)

4. Adverb

jēm(me)	in this way, to this degree; so; same as <u>dzēm(me)</u>
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STRUCTURAL PATTERNS1. Suffix -le to indicate changed situation or status

In Unit III we have learned that the suffix -le indicates completion of action regardless of tense. In the case of an adjective, it describes a situation, and when the situation is changed, the suffix -le is also used. The same thing can be applied to thought, wish, feeling, etc. A changed intention is also a changed situation or status.

a. With adjectives

Adj le

Wǒ èle.Wǒ tài pàngle.

b. With auxiliary verb

AV V (O) le

Bùnéng dzài chī ròu le.

2. Sentence with auxiliary verbs

S AV V (O)

Nǐ jīntiān syǎng chī shémma?

Wǒ bùnéng dzài chī ròu le.

Reminder: Negative adverb bù normally goes in front of the auxiliary verb when the whole idea is negated, e.g., Wǒ bùnéng dzài chī ròu le. (I can't eat meat any more.) But Nǐ néng búchyù ma? (Can you refuse to go?) is a different case.

3. Omission of subject with yǒu

Yǒu N

The sense of the word yǒu is "there be" in the following: Yǒu jī, yé yǒu yú (There are chicken and fish).

4. Multiple objects

A verb may have several objects. In this case the verb is usually repeated with each object together with the connective yě:

Yǒu jī, yé yǒu yú.

S V O, ye V O, ...

The connective yě may be omitted:

Wǒ jyòu chī yípār chīngtsài, hē
yīhēi nyóunǎi.

S V O, VO

Or both the connective and the repeated verb may be omitted:

Wǒ yào yíkwài jājī, yípyār myànbāu,
yīwǎn tāng.

S V O, O, O, ...

Note: If the connective yě is used, it must be followed by a verb.

5. N-ne question form

N ne?

This is a simplified question form widely used in Chinese daily conversation. It has to follow the context of conversation. The function of this simplified question form is to avoid

unnecessary repetition of the preceding
predicate which is understood.

Wó syǎng chr nyóupái. Nǐ ne? (Ní syǎng chr
nyóupái ma?)

Chén Jyàn-jyùn ne? (Chén Jyā-jyùn syǎng chr
nyóupái ma?)

6. Numbered nouns

Nu-M N

When a Chinese noun is numbered, it is
necessary that an appropriate measure would
be inserted between the number and the
noun.

yípár chīngtsài

yībēi nyóunǎi

yíkwài jǎjǐ

yípyār myānbāu

yīwǎn tāng

7. Personal pronoun or name plus nèr and jèr to
indicate place:

ProN (N) PW

tāmen nèr

that place of theirs;

their place

wǒ jèr

this place of mine;

my place

Jāng Měi-fāng nēr	that place of Jāng Měi-fāng,
	Jāng Měi-fāng's place
Tāmen nēr yé yǒu	They also have knives and forks
dāuchā.	at their place there.

This is a very popular form of speech in Mandarin. The student should learn it well. Very frequently, tāmen nēr yǒu is used for the simple tāmen yǒu. Later when the student learns to say such things as "He took it from me," "I borrowed it from him," and "You go to him," this is the only correct form to use.

8. Intensifying exclusiveness

S yi-M (N) dōu negV

To express an emphasis, as in the English phrase, "not even a little," yī and a measure, or some expression which signified a very small number or amount, for instance, yīdǎr is used before dōu and the negative form of the verb:

Nǐ yīdǎr ròu dōu bùchī ma?

Nǐ yīwǎn tāng dōu bùhē.

NOTES

I. Cultural Notes

- a. The subject of food is important in any culture; it is perhaps even more so among the Chinese. There will be more opportunities to discuss this topic in later units. In this unit, the setting is a school cafeteria where American food is served.
- b. Only those Chinese high schools with dormitories have dining arrangements. The mess hall does not resemble an American cafeteria where patrons pick what they like from among a number of choices. The school mess hall in China is either a regular dining room with food served on separate tables seating usually eight diners each, or a buffet system where the student carries his utensils and get his meal from a serving counter. In the first case, several students sit around a table and eat their meal in the traditional Chinese fashion. In the buffet system, each student has his own individual food plate, and there are no common dishes in the middle of the table.
- c. Traditionally the Chinese eats his meal with a pair of chopsticks in his right hand and a bowl of rice in his left hand. He holds the rice bowl close to his mouth and pushes the rice into his mouth with the chopsticks. The chopsticks are also used to pick up food served in common dishes in the center of the table which is either round or square. If the diner happens to be a southpaw, that's too bad because

his chopsticks could easily get tangled with his neighbor's at a crowded table. Chinese chopsticks usually have one end rounded and slightly smaller than the other, but the very tapered kind found in America is Japanese. Knives and forks are well known to every Chinese student; however, he gets to use them only when he goes to a western style restaurant.

- d. As you know, the Chinese do not customarily serve American style beefsteaks. Most of the Chinese dishes are prepared with the ingredients already chopped into bite-size or even smaller pieces, but there are large pieces of pork or whole chickens gracing the Chinese table. When large pieces are served, they are invariably so well cooked that one can easily pick them apart with chopsticks.
- e. Some say that it is unsanitary to have a number of diners picking food with chopsticks from common dishes. The Chinese have recently recognized this also, and they have started serving meals in the buffet style described above or distributing food to individual dinner plates on the table, very much the same manner as the Americans do. Or each Chinese diner may have two pairs of chopsticks. The longer pair is meant for reaching food in the common plates in the middle of the table; the shorter pair is for sending food to the mouth. Of course, a Chinese unaccustomed to this system often gets the two pairs of chopsticks mixed up after the third or fourth mouthfuls.

- f. Bowls are, as a rule, more popular than plates in China. There are different kinds of bowls: for soup, for rice, and for different kinds of food. The measure for a certain kind of food depends upon its customary container, which may not coincide with the habitual usage in English.

2. Pedagogical Notes

- a. Use chalk or felt board to illustrate the situation and the characters involved, showing one character much thinner than the other.
- b. Gather enough illustrations from posters and magazine illustrations to show the various items of food the names of which are studied in this unit.
- c. Arrange to have the classroom some chopsticks, knives and forks, dishes and bowls.
- d. Concentrate on the various drills during the first several hours. Do more role-playing in the seventh, eighth, and ninth hours.
- e. Provide a few minutes during the last hour or two to discuss the origin, form, and artistic significance of the Chinese characters. Use sample calligraphy, arrange for Chinese brushes, ink, and inkstones to enhance interest and give the students an opportunity for another cultural insight. Some of these activities should be repeated in later units when characters are practiced.

UNIT IV - T 16

- f. If possible, arrange a dinner party with the bill of fare consisting of items studied in this unit.

FLOUENCY DRILL

È.

Èle.

Yǐjing èle.

Wó yǐjing èle.

Wó yǐjing tài èle.

Néng.

Néng chǐ.

Néng chǐ ròu.

Bùnéng chǐ ròu.

Bùnéng chǐ ròu le.

Bùnéng dzài chǐ ròu le.

Chǐ.

Chǐ shémma?

Syǎng chǐ shémma?

Ní syǎng chǐ shémma?

Nǐ jǐntyan syǎng chǐ shémma?

Gēn.

Gēn wǒ chyù.

Gēn wǒ yíkwàr chyù.

Gēn wǒ yíkwàr chyù chǐfàn.

Nǐ gēn wǒ yíkwàr chyù chǐfàn.

Nǐ gēn wǒ yíkwàr chyù chǐfàn ma?

Nǐ kéyi gēn wǒ yíkwàr chyù chǐfàn ma?

Chīngtsài.

Yìpár chīngtsài.

Chǐ yìpár chīngtsài.

Jyòu chǐ yìpár chīngtsài.

Wǒ jyòu chǐ yìpár chīngtsài.

Nèr.

Tāmen nèr.

Tāmen nèr yǒu.

Tāmen nèr yé yǒu.

Tāmen nèr yé yǒu dāuchā.

Yùng.

Yùng kwàidz.

Yùng kwàidz chǐ.

Néng yùng kwàidz chǐ.

Dzēmme néng yùng kwàidz chǐ.

Dzēmme néng yùng kwàidz chǐ ne.

Yìdyār.

Yìdyār ròu.

Yìdyār ròu bùchǐ.

Yìdyār ròu dōu bùchǐ.

Tā yìdyār ròu dōu bùchǐ.

Tā yìdyār ròu dōu bùchǐ ma?

Fàngwǎr.

Jūnggwo fàngwǎr.

Dàu Jūnggwo fàngwǎr.

Dàu Jūnggwo fàngwǎr chyù.

Dàu Jūnggwo fàngwǎr chyù chǎfàn.

Cháng dàu Jūnggwo fàngwǎr chyù chǎfàn.

Nǐ cháng dàu Jūnggwo fàngwǎr chyù chǎfàn.

Nǐ cháng dàu Jūnggwo fàngwǎr chyù chǎfàn ma?

Hwèi.

Hwèi yùng.

Hwèi yùng kwàidz.

Hwèi yùng kwàidz chǎ.

Hwèi yùng kwàidz chǎfàn.

Nǐ hwèi yùng kwàidz chǎfàn.

Nǐ hwèi yùng kwàidz chǎ Jūnggwo fàn.

Nǐ hwèi yùng kwàidz chǎ Jūnggwo fàn ma?

REPETITION DRILL

Lǎushīr

Sywésheng

Le (Changed status)

Wó yǐjing èle.

(Student repeats after the model)

Wó yǐjing bǎule.

Nǐ tài pàngle.

Tā tài shòule.

Wǒ bùnéng chī ròu le.

Tā huì yòng kwàidz le.

Nǐ kěyi chīfàn le.

Auxiliary Verbs

Nǐ syāng chī shémma?

Wǒ ài chī Jūngwo fàn.

Tā huì yòng kwàidz.

Wǒ kěyi gēn nǐ yíkwàr chyù.

Tā jēn néng chī a.

S V O, yě V O,...

Yǒu jī, yé yǒu yú.

Wó yǒu Yīngwén, yé yǒu Jūngwén.

Wǒ yào yíkwài nyóupái, yě yào yìwǎn tāng.

Tā kàn dyànshù, yě tīng chāngpyār.

Nín hē nyóunǎi, yě hē bīngshwēi.

Tā chī chāumyàn, yě chī chāufàn.

S V O, V O, ...

Wǒ chǐ yípár chīngtsài, hē yìbēi nyóunǎi.

Tā yào yìwǎn tāng, yào yípyàr myànbāu.

Wǒmen yǒu dǎrán, yǒu shèhwèi, yǒu shùsywé.

Nǐ hē yìbēi nyóunǎi, hē yìwǎn tāng.

Tā chǐ nyóupái, chǐ jājǐr, chǐ chǎumyàn.

Túshūgwǎn yǒu chū, yǒu bàu, yǒu dzájǐr.

S V O, O, O, ...

Wǒ chǐ yípyàn myànbāu, yíkwài nyóupái.

Nǐ hē yìwǎn tāng, yìbēi bīngshwèi.

Tā yào yípár chīngtsài yíkwài yú.

Wǒmen kàn shū, bàu, dzájǐr.

Tā jǎu Fàwen dzǎdyǎn, Syībānyáwen dzǎdyǎn.

Wǒ ài chǐ Fàgwo fàn, Jūnggwo fàn.

ProN PW

Tāmen nèr yé yǒu dǎuchā.

Wǒmen jèr yǒu shū, yé yǒu dzájǐr.

Nǐmen nèr yǒu méiyǒu túshūgwǎn?

Wǒ jèr méiyǒu jwōdz, yě méiyǒu yǐdz.

Tā nèr yǒu Jūngwen dzǎdyǎn, yé yǒu Yīngwen dzǎdyǎn.

Nín nèr yǒu méiyǒu Jūnggwo shū, Měigwo shū?

S yi-M (N) dou negV

Nǐ yìdǎr ròu dōu bùchī ma?

Wǒ yíkwài nyóupái dōu bùchī.

Tā yībēi bīngshwēi dōu bùhē.

Wǒ yípyār nyànbāu dōu méiyóu.

Tā yìwǎn tāng dōu bùhē.

Wǒmen jèr yíge fāngwǎr dōu méiyóu.

SUBSTITUTION DRILL

Lǎushī

Wǒ èle.

bǎu

pàng

shòu

Nǐ kéyi gēn wǒ yíkwàr chyù chǐfàn ma?

nyànshū

kàn bàu

jáu yǐdz

hē nyóunǎi

Nǐ syǎng chǐ shémma?

ài

néng

kéyi

hwèi

Nǐ hwèi yùng kwàidz ma?

dzdyǎn

dāuchā

Sywésheng

Wǒ èle.

Wó bǎule.

Wǒ pàngle.

Wǒ shòule.

Nǐ kéyi gēn wǒ yíkwàr chyù chǐfàn ma?

Nǐ kéyi gēn wǒ yíkwàr chyù nyànshū ma?

Nǐ kéyi gēn wǒ yíkwàr chyù kan bau ma?

Nǐ kéyi gēn wǒ yíkwàr chyù jáu yǐdz ma?

Nǐ kéyi gēn wǒ yíkwàr chyù hē nyóunǎi ma?

Nǐ syǎng chǐ shémma?

Nǐ ài chǐ shémma?

Nǐ néng chǐ shémma?

Nǐ kéyi chǐ shémma?

Nǐ hwèi chǐ shémma?

Nǐ hwèi yùng kwàidz ma?

Nǐ hwèi yùng dzdyǎn ma?

Nǐ hwèi yùng dāuchā ma?

Wó syǎng chǐ nyóupái.

chīngtsài

jī

yú

Jūnggwo tsài

Wó syǎng chǐ nyóupái.

Wó syǎng chǐ chīngtsài.

Wó syǎng chǐ jī.

Wó syǎng chǐ yú.

Wó syǎng chǐ Jūnggwo tsài.

Nǐ büneng dzài chǐ ròu le.

hē nyóunǎi

kàn dyànshǐ

tīng chàngpyār

yào nyóupái

Nǐ bünéng dzài chǐ ròu le.

Nǐ bünéng dzài hē nyóunǎi le.

Nǐ bünéng dzài kàn dyànshǐ le.

Nǐ bünéng dzài tīng chàngpyār le.

Nǐ bünéng dzài yào nyóupái le.

Jīntyande tsài jēn bútswò a.

hǎuchǐ

hǎu

Jīntyande tsài jēn bútswò a.

Jīntyande tsài jēn hǎuchǐ a.

Jīntyande tsài jēn hǎu a.

Tā yǐdyār ròu dōu bùchǐ.

jī

yú

chīngtsài

Tā yǐdyār ròu dōu bùchǐ.

Tā yǐdyār jī dōu bùchǐ.

Tā yǐdyār yú dōu bùchǐ.

Tā yǐdyār chīngtsài dōu bùchǐ.

Tā hē yībēi nyóunǎi.

chīwǎn tāng

bābēi bīngshwēi

Tā hē yībēi nyóunǎi.

Tā hē chīwǎn tāng.

Tā hē bābēi bīngshwēi.

Tāmen nèr yé yǒu dāuchā.

Wǒ jèr

Nǐ nèr

Wǒmen jèr

Tā nèr

Nǐmen nèr

Tāmen nèr yé yǒu dāuchā.

Wǒ jèr yé yǒu dāuchā.

Nǐ nèr yé yǒu dāuchā.

Wǒmen jèr yé yǒu dāuchā.

Tā nèr yé yǒu dāuchā.

Nǐmen nèr yé yǒu dāuchā.

Wǒ chǐr yìpár chīngtsài.

chípyàr myànbāu

bákwài jājī

yíkwài nyóupái

Wǒ chǐr yìpár chīngtsài.

Wǒ chǐr chípyàr myànbāu.

Wǒ chǐr bákwài jājī.

Wǒ chǐr yíkwài nyóupái.

REPLACEMENT DRILLLāushr

Nǐ èle ma?

bāu

Tā

pàng

Jāng Měi-fāng

Nǐ kéyi gēn wǒ yíkwàr chyù chřfàn ma?

nyànshū

Tā

kàn bàu

Nín

Tāmen syāng chř shémma?

ài

Nǐmen

néng

Chén Jyā-jyùn

Sywésheng

Nǐ èle ma?

Nǐ bāule ma?

Tā bāule ma?

Tā pàngle ma?

Jāng Měi-fāng pàngle ma?

Nǐ kéyi gēn wǒ yíkwàr chyù chřfàn ma?

Nǐ kéyi gēn wǒ yíkwàr chyù nyànshū ma?

Tā kéyi gēn wǒ yíkwàr chyù nyànshū ma?

Tā kéyi gēn wǒ yíkwàr chyù kàn bàu ma?

Nín kéyi gēn wǒ yíkwàr chyù kàn bàu ma?

Tāmen syāng chř shémma?

Tāmen ài chř shémma?

Nǐmen ài chř shémma?

Nǐmen néng chř shémma?

Chén Jyā-jyùn néng chř shémma?

Wó syǎng chǐr yíkwài nǐyóupái.

yípyàr myànbāu

Lǐ Syānsheng

yìpár chīngtsài

Wáng Lǎushǐr

Wó syǎng chǐr yíkwài nǐyóupái.

Wó syǎng chǐr yípyàr myànbāu.

Lǐ Syānsheng syǎng chǐr yípyàr myànbāu.

Lǐ Syānsheng syǎng chǐr yìpár chīngtsài.

Wáng Lǎushǐr syǎng chǐr yìpár chīngtsài.

Nǐ bùnéng dzài chǐr chǎumyàn le.

chǐr chǎufàn

Wǒ

hē bīngshwēi

Tā

Nǐ bùnéng dzài chǐr chǎumyàn le.

Nǐ bùnéng dzài chǐr chǎufàn le.

Wǒ bùnéng dzài chǐr chǎufàn le.

Wǒ bùnéng dzài hē bīngshwēi le.

Tā bùnéng dzài hē bīngshwēi le.

Jīntyande tsài jēn bútswò.

hǎuchǐr

Dzwótyande

hǎu

Chyántyande

Jīntyande tsài jēn bútswò a.

Jīntyande tsài jēn hǎuchǐr a.

Dzwótyande tsài jēn hǎuchǐr a.

Dzwótyande tsài jēn hǎu a.

Chyántyande tsài jēn hǎu a.

Nǐ hwèi yùng kwàidz ma?

dzdyǎn

Tā

dāuchā

Chén Jyā-jyùn

Nǐ hwèi yùng kwàidz ma?

Nǐ hwèi yùng dzdyǎn ma?

Tā hwèi yùng dzdyǎn ma?

Tā hwèi yùng dāuchā ma?

Chén Jyā-jyùn hwèi yùng dāuchā ma?

Wǒ yìdyǎr ròu dōu bùchǐr.

chīngtsài

Jāng Syānsheng

yú

Wáng Lǎushǐ

Tāmen nèr yé yǒu dāuchǎ.

kwàidz

Wōmen jèr

fàntīng

Lǐ Syānsheng nèr

Wǒ yìdyǎr ròu dōu bùchǐr.

Wǒ yìdyǎr chīngtsài dōu bùchǐr.

Jāng Syānsheng yìdyǎr chīngtsài dōu
bùchǐr.

Jāng Syānsheng yìdyǎr yú dōu bùchǐr.

Wáng Lǎushǐ yìdyǎr yú dōu bùchǐr.

Tāmen nèr yé yǒu dāuchǎ.

Tāmen nèr yé yǒu kwàidz.

Wōmen jèr yé yǒu kwàidz.

Wōmen jèr yé yǒu fàntīng.

Lǐ Syānsheng nèr yé yǒu fàntīng.

RESPONSE DRILLLǎushǐSywésheng

Nǐ èle ma?

(èle)

(yǐjing èle)

(búè)

(hái búè)

(yìdyǎr dōu búè)

Wǒ èle.

Wǒ yǐjing èle.

Wǒ búè.

Wǒ hái búè.

Wǒ yìdyǎr dōu búè.

Nǐ kéyi gēn wǒ yíkwàr chyù chǐfàn ma?

(kéyi)

(bùnég)

Wǒ kéyi gēn nǐ yíkwàr chyù chǐfàn.

Wǒ bùnéng gēn nǐ yíkwàr chyù
chǐfàn.

Nǐ syǎng chǐ shéma?

(nyóupái)

(jájī)

(chǎumyàn)

(chǎufàn)

Wǒ syǎng chǐ nyóupái.

Wǒ syǎng chǐ jājī.

Wǒ syǎng chǐ chǎumyàn.

Wǒ syǎng chǐ chǎufàn.

Nǐ néng bunéng dzài chǐ ròu?

(kéyi)

(bùnég)

Wǒ kéyi dzài chǐ ròu.

Wǒ bùnéng dzài chǐ le.

Jīntyande tsài hǎu buhǎu?

(hén hǎu)

(jēn bútsuò)

(hén hǎuchǎr)

Jīntyande tsài hén hǎu.

Jīntyande tsài jēn bútsuò.

Jīntyande tsài hén hǎuchǎr.

Nǐ ài chǎr Jūnggwo fàn ma?

(ài)

(hěn ài)

(búài)

Wǒ ài chǎr Jūnggwo fàn.

Wǒ hěn ài chǎr Jūnggwo fàn.

Wǒ búài chǎr Jūnggwo fàn.

Nǐ chángchāng dài Jūnggwo fàngwǎr chyù ma?

(chángchāng)

(bùcháng)

Wǒ chángchāng dài Jūnggwo fàngwǎr chyù.

Wǒ bùcháng dài Jūnggwo fàngwǎr chyù.

Nǐ hwèi yùng kwàidz ma?

(hwèi)

(búhwèi)

Wǒ hwèi yùng kwàidz.

Wǒ búhwèi yùng kwàidz.

Nǐ yìdyǎr chīngtsài dōu bùchǎr ma?

(bùchǎr)

(hěn ài chǎr)

Wǒ yìdyǎr chīngtsài dōu bùchǎr.

Wǒ hěn ài chǎr chīngtsài.

Nǐmen nèr yǒu dāuchā ma?

(yǒu)

(méiyǒu)

(yíge dōu méiyǒu)

Wǒmen jèr yǒu dāuchā.

Wǒmen jèr méiyǒu dāuchā.

Wǒmen jèr yíge dāuchā dōu méiyǒu.

DIRECTED CONVERSATION

Lǎushī

Sywésheng

Nǐ wèn tā, tā èle ma.

Nǐ èle ma?

Wǒ èle.

Wó yǐjing èle.

Wǒ búè.

Wǒ hái búè.

Nǐ wèn tā, tā kéyi gēn nǐ yíkwàr chyu chǎfàn ma.

Nǐ kéyi gēn wǒ yíkwàr chyu chǎfàn ma?

Wǒ kéyi gēn nǐ yíkwàr chyu chǎfàn.

Wǒ bùnéng gēn nǐ yíkwàr chyu chǎfàn.

Nǐ wèn tā, tā syǎng chǎ shémma.

Nǐ syǎng chǎ shémma?

Wó syǎng chǎ cháufàn.

Wó syǎng chǎ nyóupái.

Wó syǎng chǎ chǎumyàn.

Wó syǎng chǎ jājī.

Nǐ wèn tā, tā néng bunéng dzài chǎ ròu.

Nǐ néng bunéng dzài chǎ ròu?

Wǒ bunéng dzài chǎ ròu le.

Wǒ kéyi dzài chǎ ròu.

UNIT IV - T 31

Nǐ wèn tā, jīntyande tsài hǎu buhǎu. Jīntyande tsài hǎu buhǎu?
Jīntyande tsài jēn bútswò.
Jīntyande tsài jēn bútswò.
Jīntyande tsài hén hǎu.
Jīntyande tsài hén hǎuchǎ.

Nǐ wèn tā, ài búai chǎ Jūnggwo fàn. Nǐ ài chǎ Jūnggwo fàn ma?
Wǒ ài chǎ Jūnggwo fàn.
Wǒ búai chǎ Jūnggwo fàn.
Wǒ hén ài chǎ Jūnggwo fàn.

Nǐ wèn tā, tā cháng bucháng dǎu Jūnggwo fàngwǎr chyú chǎfàn. Nǐ chángchāng dǎu Jūnggwo fàngwǎr chǎfàn ma?
Wǒ chángchāng dǎu Jūnggwo fàngwǎr chyú chǎfàn.
Wǒ bùcháng dǎu Jūnggwo fàngwǎr chyú chǎfàn.

Nǐ wèn tā, tā huèi buhuèi yùng kwàidz. Nǐ huèi yùng kwàidz ma?
Wǒ huèi yùng kwàidz.
Wǒ búhuèi yùng kwàidz.

Nǐ wèn tā, tā yidyǎr chīngtsài dǎu bùchǎ ma. Nǐ yidyǎr chīngtsài dǎu bùchǎ ma?
Wǒ yidyǎr chīngtsài dǎu bùchǎ.
Wǒ hén ài chǎ chīngtsài.

UNIT IV - T 32

Nǐ wènt tā, tā nèr yǒu méiyǒu dāuchā. Nǐ nèr yǒu méiyǒu dāuchā?

Wǒ jèr yǒu dāuchā.

Wǒ jèr méiyǒu dāuchā.

Wǒ jèr yíge dāuchā dōu méiyǒu.

DIALOGUE EXPANSION

Nǐ jīntiān syāng chī shémma?

Wǒ jīntiān syāng chī yìpár chāumyàn. Nǐ ne?

Wǒ syāng chī yìpár chāufàn, yìwǎn tāng.

Nǐ ài chī Jūnggwo tsài ma?

Wǒ hēn ài chī. Wǒ cháng dài Jūnggwo fàngwǎr chyù.

Nǐ syīhwan Jūnggwo fàngwǎrde nyóupái ma?

Hén syīhwan. Nǐ yě cháng chī ma?

Wǒ jèmme pàng, bùnéng chángchāng chī nyóupái.

Nǐ bǎule méibau?

Hái méibǎu. Kěshr wǒ bùnéng dzài chīle.

Wǒ syāng dzài chī yíkwài jājī.

He, nǐ nèmme shòu, kěshr jēn néng chī a.

Nǐ hwèi buhwèi yùng kwàidz.

Wǒ hwèi yìdyār, kěshr wǒ bùcháng yùng kwàidz chīfàn.

Nimen nèr yōu kwàidz ma?

Wǒmen méiyōu kwàidz, kěshr yōu dāuchā.

NARRATION

Wōmende túshūgwǎn yǒu shū, yǒu bàu, yǒu dzájǜ. Wǒ jīntyan
 dzǎushang gēn chén Jyǎ-jyùn yíkwàr dàu nèr chyù. Wǒ syān dzwò shùsywé
 syítí. Tā syān jāu Jūngwen dzǎyǎn. Kěshr nèige jwōdz shang, jèige
 shūjyǎdz shang dōu méiyǒu Jūngwen dzǎyǎn. Wó yě méiyǒu Jūngwen dzǎyǎn.

Wōmen wǎnshang yíkwàr dàu fàntīng chyù chǎfàn. Nèrde tsài hén
 hǎuchǎ. Yòu jī, yǒu ròu, yǒu yú, yǒu chīngtsài. Wǒ chǎ yíkwài nyóupái.
 Tā jyòu chǎ yípár chīngtsài.

Wó hěn ài chǎ Jūnggwo fàn. Tā yé hěn ài chǎ. Wōmen chángchāng
 yíkwàr dàu Jūnggwo fàngwǎr chyù chǎfàn. Wó syǎhwan chǎumyàn, tā syǎhwan
 chǎufàn. Wǒ hwèi yǜng kwǎidz, kěshr tā búhwèi.

RHYMES

Jūngwo fàn,

Jēn hǎuchǐ

Chǐ chǎumyàn,

Yùng kwàidz.

Měigwo fàn,

Yě bútswò.

Chǐ nyóupái,

Yùng dǎuchā.

Jīntyande tsài,

Jēn bútswò.

Yòu jī, yǒu yú,

Yǒu chīngtsài.

Tā nèmme pàng,

Bùchǐ ròu.

Wǒ jèmme shòu,

Hěn néng chǐ.

PROGRESS EVALUATION

1. Pronunciation (On tape - utterances are spaced to permit the student to imitate.)

Nǐ kéyi gēn wǒ yíkwār chyù chǐfàn ma?

Jīntyānde tsài jēn bútsuò.

Wǒ yào yípyār myànbāu, yípār chīngtsài.

Tā tài pàngle, bùnéng dzài chǐ nyóupái le.

2. Listening and Speaking (Student listens to the tape and responds according to the proper sentence he has learned. Several correct responses to each utterance may be possible, but the most direct one taught and practiced in this unit is suggested in parentheses.)

Nǐ èle ma?

(Wó yǐjing èle.)

Nǐ hwèi yùng kwàidz ma?

(Wǒ hwèi yùng kwàidz.)

Nǐ hē buhē nyóunǎi?

(Wǒ bùnéng dzài hē nyóunǎi le.)

Nǐ syǎng chǐ shéma?

(Wó syǎng chǐ)

Nǐ cháng dàu Jūnggwo fàngwār chyù chǐfàn ma?

(Wó chángchāng chyù.)

Nǐ yídyār ròu dōu bùchǐ ma?

(Wó hēn ài chǐ ròu.)

Nǐmen nèr yǒu mèiyōu dāuchā?

(Wǒmen jèr yǒu dāuchā.)

Nǐ ài chǐ Měigwo fàn ma?

(Wó hēn ài chǐ Měigwo fàn.)

3. Auditory Comprehension (Retell the following passages in English)

Wǒ gēn Chén Jyā-jyùn yíkwàr chyù chḗfàn. Jīntyán fàntīngde tsài jēn bútswò. Yǒu nyóupái, yé yǒu jājī. Wǒ chḗ yíkwài nyóupái, hē yìwǎn tāng. Tā chḗ yìpár chīngtsài, hē yìbēi nyóunǎi.

Wǒmēn dōu hēn ài chḗ Jūnggwo fàn. Wǒ ài chḗ chǎumyán. Tā ài chḗ chǎufàn. Wǒ hwèi yùng kwàidz. Tā jyòu hwèi yìdyār. Wǒmēn chángchāng yíkwàr dàu Jūnggwo fàngwǎr chyù chḗ Jūnggwo fàn.

4. Reading (To be used after Romanization has been learned by the students)

Tāmen dàu fàntīng chyù chḗfànle.

Wǒ hwèi yùng kwàidz chḗ nyóupái.

Tā chḗ yìpár chīngtsài, yìpyār myànbāu.

Wǒ hē yìwǎn tāng, yě hē yìbēi bīngshwēi.

Nì nème pàng, kěshr hái néng chḗ ròu ma?

Dwèile, wǒ jīntyán dzài fàngwǎr chḗle jājī le.

Ní dzemme yùng dāuchǎ hē tāng ne.

Nǐ yào chǎumyán, yào chǎufàn?

Dzwótyán wǎnshang wǒ gēn Jāng Měi-fāng dàu Fàgwo fàngwǎr chyù.

UNIT V
FOR TEACHER

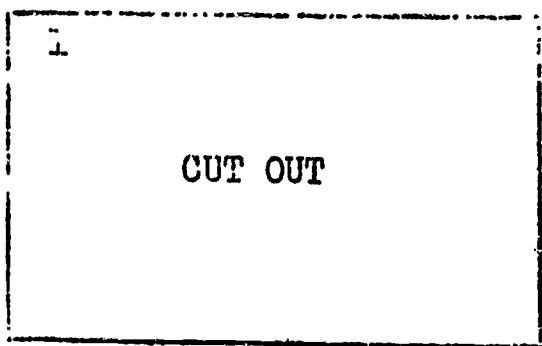
Chinese-Mandarin Teaching
Material Development Project
San Francisco State College

UNIT V

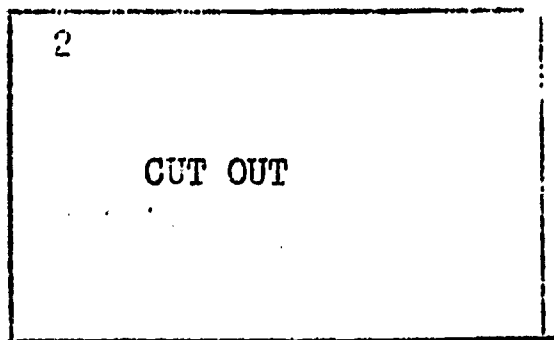
SHOPPING FOR STATIONERY

A patron goes to a stationery store to buy a pen. The sales clerk waits on him, quotes the prices, and sells him a few notebooks in addition.

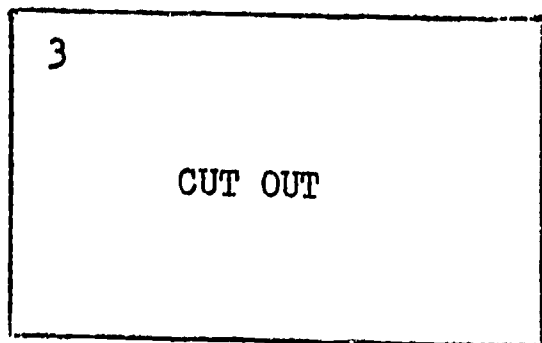
The sales clerk tries to persuade the patron to buy an abacus and other things, but he succeeds in adding only a few sheets of paper to the sales slip. He adds up the items of purchase without the aid of a cash register or a pencil. The patron pays the bill and the clerk makes the change.



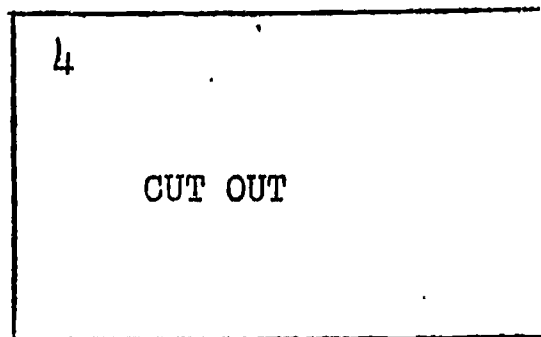
Nín yàu mǎi shémǎ?
 Wǒ yàu mǎi yìjǐr gāngbǐ.
 Wǒmen jèr yǒu jūnggwode, yé yǒu ...



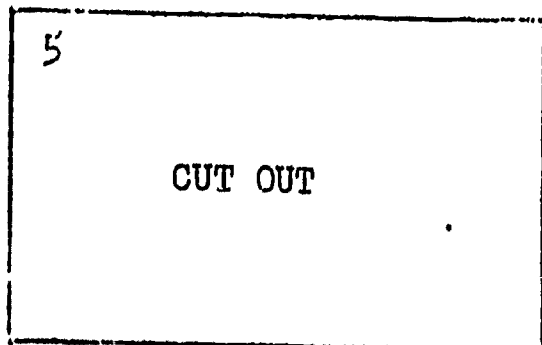
Jeiyangrde dwoshau chyan?
 Wùkwai-chīmau chyán yìjǐr.
 Wǒ jyòu yàu jèijǐr.



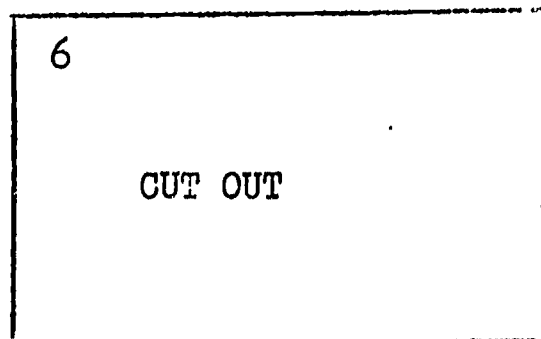
Wǒmen hái yòu hěn dwō dūngsyi,
 nín bùmǎi dyār byéde ma?
 Nèisyē bǐjībēr mǎi shémǎ jyàchyán?



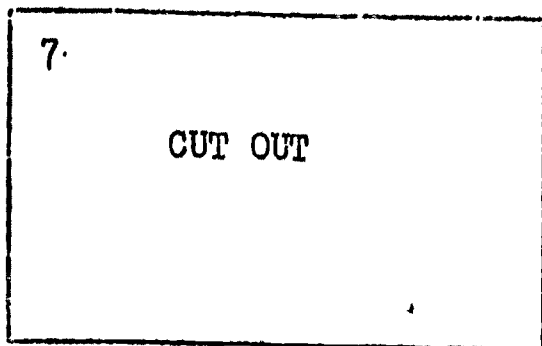
Dàde lyǎngmau-wǔ, syǎude yǐmau-èrfen.
 Chǐng nǐ géi wǒ yìbēn dàde, lyǎngbēn
 syǎude.



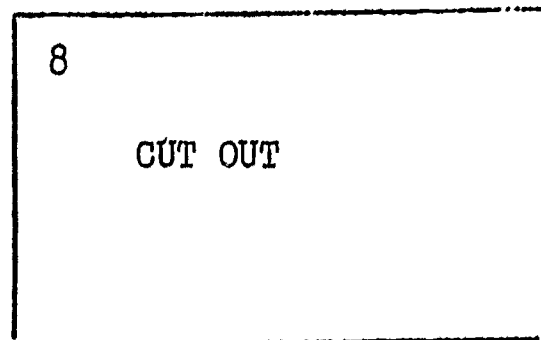
Nín kànkān jèige swànpan, sānkwaibàn,
 pyányi bupyányi?
 Jēn pyányi, kēshr wó yǐjing yǒule.



Wǒmen yǒu hén hǎude jǐr, jyàchyán
 yē búgwèi.
 Hǎu, géi wǒ shǐjāng hòude, lǎngtōng
 bǎude.



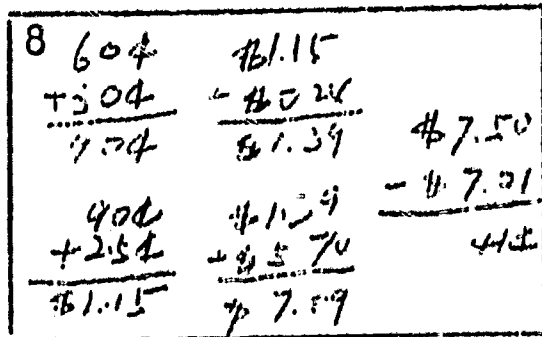
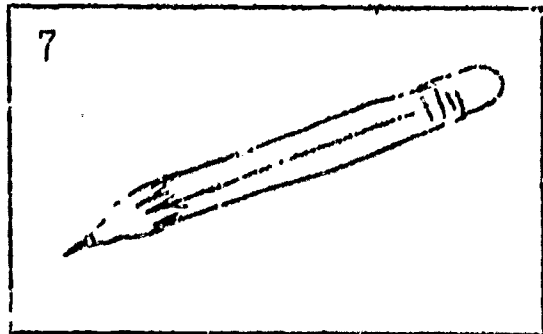
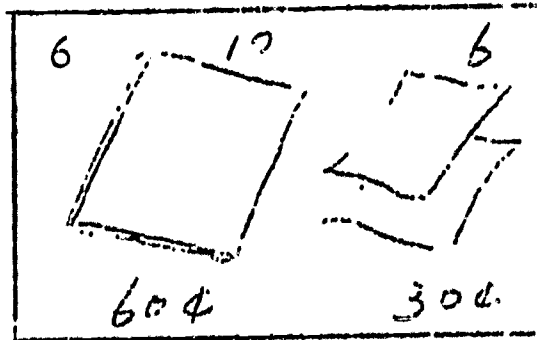
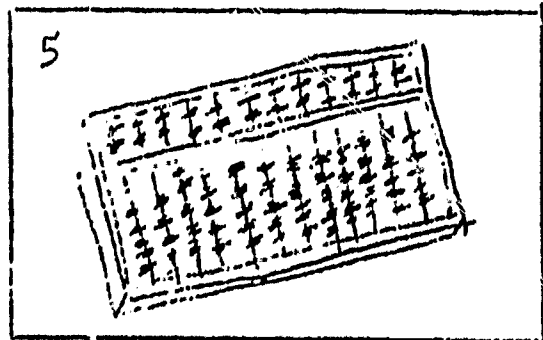
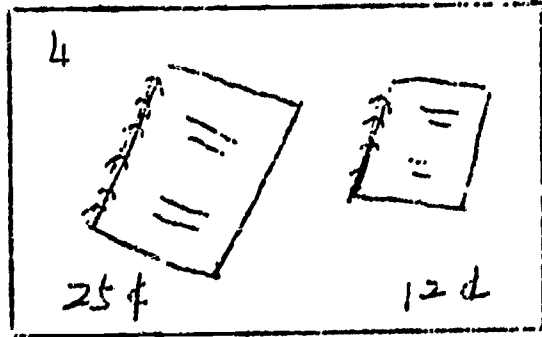
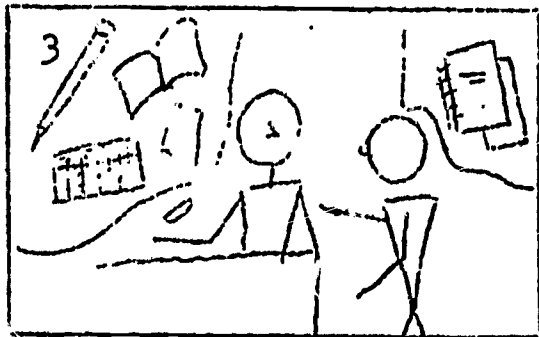
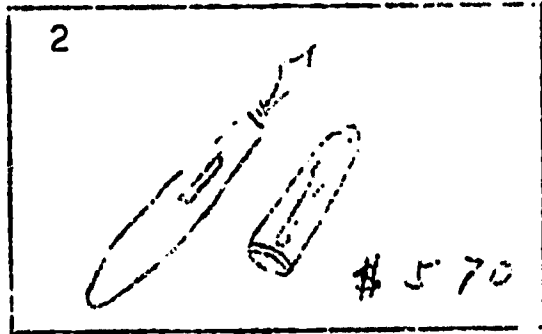
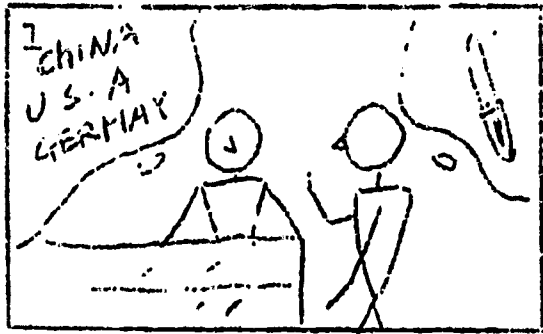
Hǎu. Nín kànkān jèijǐr chyānbǐ,
 hěn bútswò.
 Wǒ bùmǎile. Chǐng nǐ swànswan
 yìgùng dwōshau chyán.



Hau, hau
 Jèr shr chikwaibàn chyán.
 Syèsye. Wǒ hái yàu jǎu nín
 szmau-yī.

CUE SHEET

UNIT V



unit 5 of 10

DIALOGUE

- Dyànywán: Nín yàu mǎi shémǎ?
- Kèren: Wǒ yàu mǎi yìjǐr gāngbǐ.
- Dyànywán: Wǒmen jèr yǒu Jūnggwode, yé yǒu wàigwode.
Nín yàu nēiyàngrde?
- Kèren: Jèiyàngrde dwǒshau chyán?
- Dyànywán: Wǔkwai-chīmau chyán yì-jǐr.
- Kèren: Wǒ jyòu yàu jèijǐr.
- Dyànywán: Wǒmen hái yóu hěn dwō dūngsyi, nín bùmái
dyār byéde ma?
- Kèren: Nèisye bǐjǐbēr mǎi shémǎ jyàchyán?
- Dyànywán: Dàde lyǎngmau-wǔ, syǎude yǐmau-èrfen.
- Kèren: Chǐng nǐ géi wǒ yìběn dàde, lyángbén syǎude.
- Dyànywán: Nín kànkān jèige swànpān, sānkwaibèn,
pyányi bupyányi?
- Kèren: Jēn pyányi, kěrshe wó yǐjing yǒule.
- Dyànywan: Wǒmen yǒu hén hǎude jǐr, jyàchyán yě
búgwèi.
- Kèren: Hǎu, géi wǒ shǐjāng hóude, lyòujāng láude.
- Dyànywán: Hǎu. Nín kànkān jèijǐr chyānbǐ, hěn bǐswò.
- Kèren: Wǒ bùmǎile. Chǐng nǐ swànsuan yígùng

dwōshau chyán. .

Dyànywán:

Hau, hau.... Hòude shrjāng lyòumau,
 báude lyòujāng sānmau, lyòumau sānmau,
 jyōumau chyán..., jyōumau chyānde
 lyāngmau-wū, yíkwai-yìmau-wū...,
 yíkwai-yìmau-wūde lyāngmau-sz̄, yíkwai-
 sānmau-jyōu..., yíkwai-sānmau-jyōude
 wūkwai-chī, chīkwai-líng-jyōufen...,
 yígùng chīkwai-líng-jyōufen chyán.

Kèren:

Jèr shr̄ chīkwaibàn chyán.

Dyànywán:

Syèsye. Wō hái yàu jǎu ním sòm̄au-yī.

UNIT V - 3

- Sales clerk: What do you wish to buy? (May I help you?)
- Patron: I want to buy a pen.
- Sales clerk: Here we have Chinese as well as foreign-made pens. Which kind do you like?
- Patron: How much is this kind?
- Sales clerk: \$5.70 a peice.
- Patron: I'd like to have this one.
- Sales clerk: We have lots of other things here, wouldn't you like to buy something else?
- Patron: What's the price of those notebooks?
- Sales clerk: \$0.25 for the big notebook and \$0.12 for the small one.
- Patron: Please give me one big notebook and two small ones.
- Sales clerk: Look at this abacus. \$3.50. Isn't it a good buy?
- Patron: It's really inexpensive, but I already have one.
- Sales clerk: We have very good paper; the price is also very reasonable.

Patron: All right, give me ten sheets of the thick kind and six of the thin kind.

Sales clerk: Fine. Take a look at this pencil, it's excellent.

Patron: I don't want to buy anything any more. Please figure out how much it is all together.

Sales clerk: Very good... ten sheets of thick paper, \$0.60; six sheets of thin paper, \$0.30; \$0.60 and \$0.30 make \$0.90... , \$0.90 plus \$0.25 is \$1.15, \$1.15 plus \$0.24 is \$1.39... , \$1.39 plus \$5.70, that's \$7.09... all together \$7.09.

Patron: This is \$7.50.

Sales clerk: Thank you. I still owe you \$0.41 change.

SUMMARY

1. Vocabulary

a. Nouns

Wǒ yào mǎi yìjǐ gāngbǐ.

Wǒmen hái yǒu hěn duō chūngāo.

Jèiyàngde duōshǎu chǎn?

Nèisyē bǐjìběr mǎi shénma jyàchǎn?

Nǐn kànkàn jèige swànpán.

Wǒmen yǒu hěn hǎode jǐ.

Nǐ kànkàn jèijǐ chǎnbǐ, hěn bútsuò.

Wǒ yào mǎi lyòujǐ mǎubǐ.

b. Place Word

Wǒmen jèr yǒu Jūnggwode, yé yǒu wàigwode.

c. Verbs

Nǐn yào mǎi shénma?

Nèisyē bǐjìběr mǎi shénma jyàchǎn?

Chíng nǐ gèi wǒ yìběn dàde.

Chíng nǐ swànsuān yíqūng duōshǎu chǎn.

Wǒ hái yào jǎu nǐn sǎmāu-èr.

d. Auxiliary Verb

Wǒ yào mǎi yìjǐ gāngbǐ.

e. Adjectives

Wōmen hái yóu hēn dwō dūngsyi, nǐ bùmái dǎn pyéde ma?

Dàde lyǎngmau-wū, syǎude yǐmau-èrfen.

Jèige swànpan pyányi bupyányi?

Wōmen yǒu hén hǎude jǐr, jyàchyan yě búgwèi.

Géi wǒ shǐjāng hòude, lyòujāng báude.

Wōmen jèrde dūngsyi hén shǎu.

Wōmen hái yǒu bùshǎu dūngsyi.

f. Adverb

Chíng nǐ swànswan yígùng dwōshau chyán.

g. Measures

Wǒ yào mǎi yǐjǐr gāngbǐ.

Jèiyàngrde dwōshau chyán?

Syǎude yǐmau-èrfen.

Jèige swànpan sānkwaibàn.

Wǔkwai-chīmau chyán yǐjǐr.

Nèisyē bǐjǐbēr mǎi shémma jyàchyan?

Chíng nǐ géi wǒ yǐbēn dàde.

Géi wǒ shǐjāng hòude.

h. Numbers

Jèiyàngrde dwōshau chyán?

Dàde lyǎngmau-wū.

Yígùng chīkwai-líng-jyōufen chyán.

Numbers from 100 up.

i. Idiomatic Expressions

Hǎu, géi wǒ shǐjāng hòude.

Syèsye.

2. Structural Patterns

a. S V indO dirO

Chíng nǐ gèi wǒ yìhēn dàde.

b. Changed Status with -Le (negative verb)

Wǒ bùmǎile

c. Sums of Money

Lyǎngwan-chīchyan-wúbai-szshrkwai-lyòumau-èrfen chyán.

d. -De in Computing

Jyòumau chyánde lyǎngmau-wǔ, yíkwai-yímau-wǔ.

e. Inquiring about Prices

Jèiyàngde dwōshau chyán?

Nèisyē mài shémma jyàchyán?

f. Positions of Apiece

Wǔkwai chyán yìbēn.

Yìbēn wǔkwai chyán.

g. Modification with Adjectives

Wōmen yóu hǎu gāngbǐ.

Wōmen yóu hǎude gāngbǐ.

Wōmen yóu hǎude.

VOCABULARY

1. Nouns

gāngbǐ	fountain pen; western-style pen
dǔngsyi	thing
bíjìběr	notebook
chǎn	money
jyàchǎn	cost; price
swànpán	abacus
jǐ	paper
chǎnbǐ	pencil

2. Place Word

wàigwō	foreign country
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3. Verb

mǎi	buy
mài	sell
chǐng	please; invite; request
gěi	give
swàn	count (reduplicated in this unit)
jǎu	change (the action of the cashier giving change when a patron pays his bill)

hěn dwō(de) dūngsyi, bùshǎu(de) gāngbǐ
 Never dwō dūngsyi, shǎu gāngbǐ, nor dwōde dūngsyi,
shǎude gāngbǐ.

6. Adverb

yíqǔng altogether (MA)

7. Measures

-jǐ	a unit measure for writing brushes and similar slender objects
-yàngr	kind; sort
-kuài	dollar (Chinese monetary unit)
-máo	dime
-fēn	cent
-syē	quantity of; several
-běn	volume (for books)
-jiǎng	a unit measure for paper, pictures, tables, etc.
-bàn	half

8. Numbers

dwōshau	how much? how many?
liǎng-	two or a couple of
líng	zero

Note:a. Èr and Lyǎng

In counting, the cardinal number èr is used for the 2's, 20's, and 200's:

èr, shrèr, yībǎi-líng-èr, etc.

èrshr, èrbai-èrshr, èrshrwàn, èrbǎiwàn, etc.

Either èr or lyǎng may be used in the following higher numbers:

èrchyān . or lyǎngchyān, èrwàn or lyǎngwàn, etc.

When two of anything or anyone are indicated, lyǎng with an appropriate measure is used:

lyǎngge rén

lyǎngjāng jǐ

Lyǎng never stands at the end of a number expression:

yíkwai-lyǎngmau chyán becomes yíkwai-èr for the abbreviated form, etc.

In fractional sums, lyǎng is commonly used for the larger units, and èr for the subdivisions:

lyǎngchyān-èr, lyǎngwàn-èrchyān-sān, lyǎngkwai-èr, lyǎngmau-èr, etc.

Never èrge rén, always lyǎngge rén; never lyǎngshr .. always èrshr.

b. Líng

Where one or more zeros stand between numbers, the word líng is inserted:

yībǎi-líng-wǔ 105

yíchyān-líng-wǔ 1,005

yīchyān-líng-wǔshí 1,050

yíwàn-líng-wǔshí .10,050

In giving numbers 'telephone-style' (cf. Unit . VTI), cardinal numbers without measures are used and líng is repeated for each zero:

yī-líng 10

yī-líng-èr

102

yī-èr-líng 120

yī-líng-líng-lyòu-líng 1-0060

9. Idiomatic Expressions

hǎu

okay, all right

syèsye (nín)

thanks

SUPPLEMENTARY VOCABULARY

1. Nouns

dyànywán	clerk, salesman
kèren	guest, patron
máubǐ	Chinese writing brush

2. Adjectives

shǎu	few, little
bùshǎu	quite a few

3. Numbers

Numbers from 100 up:

yībǎi	100
yībǎi-yī(shr)	110
èrbǎi (or lyángbǎi)	200
sānbǎi-chī(shr)	370
sìbǎi-líng-sān	403
yīchǎn	1,000
lyǎngchǎn-èr(bai)	2,200
sānchǎn-líng-wǔ(shr)	3,050
wǔchǎn-líng-yī	5,001
lyòuchǎn-bābēi-wǔshrchī	6,857
bāchǎn-sānbǎi-bā(shr)	8,380
yíwàn	10,000

lyǎngwàn (or ěrwàn)	20,000
shǐwàn	100,000
èrshǐwàn	250,000
yībǎiwàn	1,000,000
lyǎngchǎnwàn	20,000,000
yīwànwan	100,000,000

STRUCTURAL PATTERNS

1. Sentence with both indirect and direct objects S V indO dirO

Chíng nǐ géi wǒ yībén dàde, lyángbén syǎude.

2. The changed status with negative verbs S negVle

The are three different patterns to indicate changed situation or status with -le. We have discussed two of them in Unit IV.

Wǒ bùmáile. (I mustn't buy any more.)

Compare this with the regular negation of an action. (cf. Unit III)

3. Sums of money

- a. Sums of money up to \$100

Dollars

Nu	M	N	Nu	M	N	Nu	M	N
yí	-kwai	chyán	yí	-mau	chyán	yí	-fēn	chyán
lyǎng	-kwai	chyán	lyǎng	-mau	chyán	lyǎng	-fēn	chyán
jǐ	-kwai	chyán	jǐ	-mau	chyán	jǐ	-fēn	chyán

bànkwaì \$.50

yíkwai-líng-wufēn 1.05

yíkwai-yímaú 1.10

lyǎngkwai-èrmaú 2.20

sānkwai-sānmaú chyán 3.30

sìkwai-sìmaú-lyòufēn 4.46

lyòukwai-lyòumaú-bāfēn chyán 6.68

bákwai-bāmaú-sz 8.84

shíkwai-bàn 10.50

sānshrchík wai-wūmāu chyán \$ 37.50

yībǎikwài 100.00

b. Sums of money over \$100

10,000's	1,000's	100's	10's	1's	M	N	
(-wàn)	(-chyán)	(-bǎi)	(-shí)				
		yībǎi	líng	wǔ	-kwài chyán		\$105
		èrbǎi	yíshí		-kwài chyán		210
		sānbǎi	èrshí	bá	-kwài chyán		328
	sìchyán				-kwài chyán		4,000
	wǔchyán	líng	sānshí		-kwài chyán		5,030
	lìuchyán	sìbǎi	líng	lìu	-kwài chyán		6,406
yíwàn					-kwài chyán		10,000
lìangwàn	chīchyán	wúbǎi	cāshí		-kwài chyán		27,540

4. The use of -de in computing.

It is customary to use -de for "and" or "plus" in computing when the operations are said aloud. For this purpose alone, -de functions uniquely without any relation to its other normal behavior in Mandarin.

5. Inquiring about prices

In asking about and giving prices, no verb is necessary; instead use dwōshau chyán (how much money?) or shemma jyàchyán (what price). However, sometimes a verb, shì (is)

or mài (sell for) is used:

Jèiyàngde dwōshau chyán? Nèisyē bǐjībēr shémma jyàchyán?

Jèiyàngde shr̀ dwōshau chyán? Nèisyē bǐjībēr shr̀ shémma jyàchyán?

Jèiyàngde mài dwōshau chyán? Nèisyē bǐjībēr mài shémma jyàchyán?

6. Positions of "apiece"

Expressions, such as "\$5.00 a volume," etc., are said in Chinese as follows:

Wùkwai chyán yībēn.

Yībēn wùkwai chyán.

You can put the "apiece" before or after the price.

7. Modification

As has been discussed in Units I and II, the order of the words alone is sufficient to indicate the relationship of modification. The one in front modifies what follows. The modifying suffix -de can be used to make any word or phrase a modifier, but is often omitted in simple unqualified adjective.

hǎu gānbǐ

dà shū

When -de is kept, making the above example hǎude gāngbǐ and dàde shū, it usually implies emphasis on the adjective. The suffix -de is always kept when the adjectival expression is more than one syllable (cf. Adjectives in this unit).

hén hǎude jǐ

hǎukānde yīshang

When the context makes it clearly understood, the modified noun may be omitted.

Wǒmen jēr yǒu Jūnggwode, yé yǒu wàigwode.

Dàde lyǎngmau-wǔ, syǎude yīmau-ěrfen.

NOTES

1. Cultural Notes

- a. It is no longer true that the Chinese shoppers bargain wherever they go. Nowadays there are more non-bargaining than bargaining stores in China. Hence, no bargaining expressions are used in this unit. If our friend in this unit likes to bargain and finds the kind of store to practice it in, clearly he will need help. For bargaining, as it was done in old China and is done in some stores in New York City, is indeed an art that involves much insight into human psychology. We cannot go into that at this stage.

- b. The old fashioned stationery stores in China still specialize in typically Chinese articles: writing brushes (máubǐ), Chinese ink sticks (mò), ink stones (yàntái), absorbent papers of various weights, etc.. More often the stationers carry a large variety of commodities including imported items. Thus imported pens, pencils, and various kinds of papers and tablets are available together with western-style stationery made in China. Most Chinese students have acquired the habit of using fountain pens, pencils, ball-point pens, and in their work they use a range of materials similar to what the American students would use. A Chinese student may prefer fountain pens or pencils for taking notes and writing letters, but he is rare who does not know how to use the traditional writing brush at all.

- c. Writing Chinese in the traditional way requires the preparation of ink first. This is done by rubbing the ink stick on the ink stone with several drops of water. The writer dips his writing brush in the ink thus prepared, somewhat like a western painter using watercolor. There is art also in the entire process which is closely tied in with the highly cultivated art of calligraphy. A meticulous artist-calligrapher demands that his ink and brush be prepared just right. He may even have a special brush maker who knows his taste well, or he may prefer to make his own brushes. The same goes for the artist's ink.
- d. The ingenious computing device called abacus is worth knowing. Although a detailed description of this article and its use lies beyond the scope of our discussion, we can attempt to give a general idea about it here. It is a wooden frame with parallel bamboo sticks set in it. On the sticks there are wooden beads which can move up and down. When used, each bead stands for a unit and each stick a digit. Even very complicated operations can be performed on a simple abacus, but the user must be a very skilled person having learned his rules through practice. Many contests have been staged between an abacus champion and an IBM computing machine operator; every time the simple ancient device has proven its worth. In some Chinese schools the students still can learn how to use the abacus in class.

- e. The Chinese abacus differs from its Japanese version by having two more beads on each digital stick.

2. Pedagogical Notes

- a. Use chalk or felt board to illustrate the situation and the characters involved.
- b. Arrange to have in the classroom several pens, labeled with "China," "U. S. A.," "France," and "Germany," respectively in Chinese (Romanization).
- c. Arrange to have in the classroom large and small notebooks, coins and banknotes to cover the units of money studied in this unit. Get ready an abacus and a pencil for use when this portion of dialogue and drills are studied.
- d. Concentrate on the various drills during the first several hours. Use at least ten minutes each hour during the last three or four hours to do role-playing.
- e. Use abacus practice, bingo games, and arithmetic exercise to drill the students with the mathematic figures.
- f. Use a few minutes each hour during the last hours to practice reading and writing characters.

FLUENCY DRILL

Mǎi.

Mǎi shémma?

Yào mǎi shémma?

Nín yào mǎi shémma?

Nín jīntiān yào mǎi shémma?

Chyán.

Dwōshau chyán.

Jèiyàngde dwōshau chyán?

Jèiyàngde gāngbǐ dwōshau chyán?

Jèiyàngde gāngbǐ mǎi dwōshau chyán?

Jèiyàngde gāngbǐ mǎi dwōshau chyán yìjǐ? Jǎu nín sèmau-yī?

Jyàchyán.

Shémma jyàchyán?

Bǐjìběr shémma jyàchyán?

Nèisyē bǐjìběr shémma jyàchyán?

Nèisyē bǐjìběr mǎi shémma jyàchyán?

Géi.

Géi wǒ.

Géi wó lyǎngjāng.

Géi wó lyǎngjāng hòude.

Géi wó lyǎngjāng hòude jǐ.

Ní géi wó lyǎngjāng hòude jǐ.

Chíng ní géi wó lyǎngjāng hòude jǐ.

Dwō.

Hěn dwō.

Hěn dwō dūngsyi.

Yóu hěn dwō dūngsyi.

Yóu hěn dwō byéde dūngsyi.

Hái yóu hěn dwō byéde dūngsyi.

Wǒmen hái yóu hěn dwō byéde dūngsyi.

Jǎu.

Jǎu dèmau-yī.

Jǎu nín sèmau-yī.

Yào jǎu nín sèmau-yī.

Hái yào jǎu nín sèmau-yī.

Wǒ hái yào jǎu nín sèmau-yī.

Swàn.

Swànswan.

Swànswan dwōshau.

Swànswan dwōshau chyán.

Swànswan yígùng dwōshau chyán.

Nǐ swànswan yígùng dwōshau chyán.

Chíng nǐ swànswan yígùng dwōshau chyán.

Kwài.

Yíkwai.

Yíkwai chyán.

Yíkwai lyǎngmau chyán.

Yíkwai lyǎngmau sānfēn chyán.

Yígùng yíkwai lyǎngmau sānfēn chyán.

Máu.

Jyǒumau.

Jyǒumau chyán.

Jyǒumau chyánde.

Jyǒumau chyánde lyǎngmau.

Jyǒumau chyánde lyǎngmau-wǔ.

Jyǒumau chyánde lyǎngmau-wǔ, yíkwai-yìmau-wǔ.

REPETITION DRILLLaushrSyweshengS V indO dirO

Wō géi nǐ yìbén bǐjìběr. (Student repeats after the model)
 Tā géi wǒ yìjǐr gāngbǐ.
 Nǐ géi wó lyǎngjāng jǐr.
 Chíng nǐ géi wǒ sānjǐr chyānbǐ.
 Chíng nǐ géi wó wǔjāng hòude.
 Chíng nǐ géi wǒ yìbēn dàde, sǐbēn syāude.

Le (Changed status, cf. Unit IV)

Wǒ bùmǎile.
 Wǒ búchyùle.
 Wǒ bǔhēle.
 Tā bùchǐfànle.
 Tā bùjǎu shū le.
 Tā bùmài swànpan le.

Sums of Money up to \$100

Jèijǐr gāngbǐ yíkwai chyán.
 Shǐjāng jǐr yíkwai-yímau.
 Nèiyàngrde lyǎngkwai-èrmau chyán.
 Dàde bǐjìběr shǐsānkwei-wūmau-lyòufēn.
 Jèiyàngrde jwōdz bǎshrèrkwei-chīmau-lyòu.
 Nèisyē shūjyàdz yìbai-jyōushrkwei chyán.

Sums of Money from \$100 up

Wó yǒu èrbai-yìshrkwai chyán.
 Wó yǒu lyòubai-chīshrkwai chyán.
 Wó yǒu sèchyan-kwai chyán.
 Wó yǒu bāchyan-sānbai-wūshrkwai chyán.
 Wó yǒu yīwan-sèchyan-jyóubai-yìshrkwai.
 Wó yǒu sānwan-lyòuchyan-chībaikwai chyán.

Èr and Lyǎng

Lyǎngjǐr chyānbǐ sānmau-èr.
 Wàigwode mài lyángbai-èrshrkwai chyán.
 Jèige swānpan mài èrshrèrkwai-bàn.
 Jèisyē jǐr mài lyǎngkwai-lyǎngmau-èrfen.
 Jwōdz mài lyǎngchyan-èrbai-èrshrchīkwai.
 Nèige mài lyǎngwan-èrchyan-lyángbaikwai.

Líng

Syǎude shǐr yíkwai-líng-wūfen.
 Báude shǐr lyángbai-líng-lyòukwai chyán.
 Jūnggwode shǐr sānchyan-líng-sānkwai.
 Byéde shǐr sèchyan-líng-jyōushrchīkwai.
 Dàde shǐr shǐrwan-líng-bāshrkwai chyán.
 Wàigwode shǐr èrshǐrwan-líng-wúbaikwai chyán.

Inquiring about Prices

Jèijǐr máubǐ dwōshau chyán?
 Nèibén bǐjībēr dwōshau chyán?
 Jèiyàngrde mài dwōshau chyán?
 Wàigwode gāngbǐ mài dwōshau chyán?
 Hòude jǐ shì dwōshau chyán?
 Jèijāng shì dwōshau chyán?
 Jèijǐr máubǐ shémǎ jyàchyán?
 Nèibén bǐjībēr shémǎ jyàchyán?
 Jèiyàngrde mài shémǎ jyàchyán?
 Wàigwode gāngbǐ mài shémǎ jyàchyán?
 Hòude jǐ shì shémǎ jyàchyán?
 Jèijāng shì shémǎ jyàchyán?

-De in Computing

Jyōumau chyānde lyāngmau-wǔ, yíkwai yīmau-wǔ.
 Chīmau chyānde sānmau-èr, yíkwai-líng-èrfēn.
 Yíkwai-lyòude wǔmau chyán, lyāngkwai-yīmau chyán.
 Shǐkwai chyānde sǐmaubàn, shǐkwai-sǐmaubàn.
 Lyāngkwai-èrde lyāngmau chyán, lyāngkwai-sǐmau chyán.
 Yíkwai-sānmau-jyōude wǔkwai-chī, chīkwai-líng-jyōufen.

Position of Apiece

Gāngbǐ wūkwai chyán yǐjǐr.

Gāngbǐ yǐjǐr wūkwai chyán.

Jǐr sānmau chyán lyǎngjāng.

Jǐr lyǎngjāng sānmau chyán.

Bǐjǐbēr yǐkwai chyán sǐbēn.

Bǐjǐbēr sǐbēn jǐkwai chyán.

Modification

Wǒ yào mǎi sānjāng hòude jǐr.

Wǒ yào mǎi lyángbēn dǎde bǐjǐbēr.

Wǒ yào mǎi yǐjāng syǎude jwōdz.

Wǒ yào mǎi byǎde dūngsyi.

Wǒ yào mǎi yǐge pyányide shūjyǎdz.

Wǒ yào mǎi shǐjāng báude jǐr.

Wǒmen jèr yóu hǎu gāngbǐ.

Wǒmen jèr yóu hēn dwō chyānbǐ.

Wǒmen jèr yóu bùshǎu bǐjǐbēr.

Wǒmen jèr yóu hēn dwō hǎu máubǐ.

Wǒmen jèr yóu wǐjāng dà jwōdz.

Wǒmen jèr yóu hēn dwō syáu yǐdz.

Tā jyòu yàu yǐjǐ pyányide.

Tā jyòu yàu wǔjāng hòude.

Tā jyòu yàu lyǎngjāng báude.

Tā jyòu yàu sānběn dàde.

Tā jyòu yàu lyòukwài syǎude.

Tā jyòu yàu sānge byéde.

SUBSTITUTION DRILLLǎushǐ

Wǒ yào mǎi yìjǐ gāngbǐ.
 yíge swànpán
 lyǎngjāng jǐ
 sānbén bǐjībēr
 wǔjǐ chǎnbǐ
 lyòujǐ máubǐ

Chíng nǐ géi wǒ yìběn dàde.
 sèjāng hòude
 sāngē syǎude
 yìjǐ wàigwode
 lyángběn Jūnggwode
 báge byéde

Jèiyàngrde wǔkwai-chīmau chǎn.
 lyòukwai-líng-èrfen
 shǐyǐkwai bàn
 wǔshǐjyòukwai chǎn
 èrbai-bāshǐyǐkwai-sān
 lyǎngchǎnkwai chǎn

Sywésheng

Wǒ yào mǎi yìjǐ gāngbǐ.
 Wǒ yào mǎi yíge swànpán.
 Wǒ yào mǎi lyǎngjāng jǐ.
 Wǒ yào mǎi sānbén bǐjībēr.
 Wǒ yào mǎi wǔjǐ chǎnbǐ.
 Wǒ yào mǎi lyòujǐ máubǐ.

Chíng nǐ géi wǒ yìběn dàde.
 Chíng nǐ géi wǒ sèjāng hòude.
 Chíng nǐ géi wǒ sāngē syǎude.
 Chíng nǐ géi wǒ yìjǐ wàigwode.
 Chíng nǐ géi wǒ lyángběn Jūnggwode.
 Chíng nǐ géi wǒ báge byéde.

Jèiyàngrde wǔkwai-chīmau chǎn.
 Jèiyàngrde lyòukwai-líng-èrfen.
 Jèiyàngrde shǐyǐkwai bàn.
 Jèiyàngrde wǔshǐjyòukwai chǎn.
 Jèiyàngrde èrbai-bāshǐyǐkwai-sān.
 Jèiyàngrde lyǎngchǎnkwai chǎn.

Yíge swànpán dwōshau chyán?

wūjāng jǐ

lyòubēn shū

yíkwai nyóupái

sānbēi bīngshwēi

yípyàr myànbāu

Yíge swànpán dwōshau chyán?

Wūjāng jǐ dwōshau chyán?

Lyòubēn shū dwōshau chyán?

Yíkwai nyóupái dwōshau chyán?

Sānbēi bīngshwēi dwōshau chyán?

Yípyàr myànbāu dwōshau chyán?

Nèisyē bǐjībēr mài shémma jyàchyán?

jèisyē jǐ

yípar chīngtsài

nèijǐ chyānbǐ

jèibēn shū

nèige shūjyàdz

Nèisyē bǐjībēr mài shémma jyàchyán?

Jèisyē jǐ mài shémma jyàchyán?

Yípar chīngtsài mài shémma jyàchyán?

Nèijǐ chyānbǐ mài shémma jyàchyán?

Jèibēn shū mài shémma jyàchyán?

Nèige shūjyàdz mài shémma jyàchyán?

Wǒ yào mài sānjāng hòude jǐ.

dàde

syāude

byéde

pyányide

báude

Wǒ yào mài sānjāng hòude jǐ.

Wǒ yào mài sānjāng dàde jǐ.

Wǒ yào mài sānjāng syāude jǐ.

Wǒ yào mài sānjāng byéde jǐ.

Wǒ yào mài sānjāng pyányide jǐ.

Wǒ yào mài sānjāng báude jǐ.

Wǒmen jèr yóu hǎu gāngbǐ.

hēn dwō

bùshǎu

Wǒmen jèr yóu hǎu gāngbǐ.

Wǒmen jèr yóu hēn dwō gāngbǐ.

Wǒmen jèr yóu bùshǎu gāngbǐ.

Tā jyòu yàu yíge pyányide.

hòude

báude

dàde

syǎude

byéde

Tā jyòu yàu yíge pyányide.

Tā jyòu yàu yíge hòude.

Tā jyòu yàu yíge báude.

Tā jyòu yàu yíge dàde.

Tā jyòu yàu yíge syǎude.

Tā jyòu yàu yíge byéde.

Wǒ bùmǎile.

búchyù

bùhē

bùchǎnfàn

bùjǎu shū

bùmǎi swǎnpan

Wǒ bùmǎile.

Wǒ búchyùle.

Wǒ bùhēle.

Wǒ bùchǎnfànle.

Wǒ bùjǎu shū le.

Wǒ bùmǎi swǎnpan le.

Wǒ hái yàu jǎu nín sǎmau-yī.

lyòufen chyán

sǎnmau chyán

wǔkwai-líng-èrfen

jyǒukwaibàn

chíkwaì-wǔ

Wǒ hái yàu jǎu nín sǎmau-yī.

Wǒ hái yàu jǎu nín lyòufen chyán.

Wǒ hái yàu jǎu nín sǎnmau chyán.

Wǒ hái yàu jǎu nín wǔkwai-líng-èrfen.

Wǒ hái yàu jǎu nín jyǒukwaibàn.

Wǒ hái yàu jǎu nín chíkwaì-wǔ.

Jèijǐr gāngbǐ shì Jūnggwode.

wàigwode

Měigwode

Dégwode

Fàgwode

Syībānyáde

Jèijǐr gāngbǐ shì Jūnggwode.

Jèijǐr gāngbǐ shì wàigwode.

Jèijǐr gāngbǐ shì Měigwode.

Jèijǐr gāngbǐ shì Dégwode.

Jèijǐr gāngbǐ shì Fàgwode.

Jèijǐr gāngbǐ shì Syībānyáde.

REPLACEMENT DRILLLǎushǐr

Wǒ yào mǎi sānbén bǐjìbēr.

wǔjāng jǐr

Tā

yíge swànpán

Chén Jyā-jyùn

Chíng nǐ gěi wǒ sànjāng báude.

hòude

gěi tā

dàde

gěi Lí Lǎushǐr

Jèiyàngrde shǐkwai-jyǒumau chyán.

sānkwai-wǔ

Nèiyàngrde

lyòukwai-líng-sānfēn

Wàigwode

Yíge shūjyàdz dwōshau chyán?

shémma jyàchyán

Yìjǐr chyānbǐ

mài shémma jyàchyán

Yìjāng jǐr

Sywésheng

Wǒ yào mǎi sānbén bǐjìbēr.

Wǒ yào mǎi wǔjāng jǐr.

Tā yào mǎi wǔjāng jǐr.

Tā yào mǎi yíge swànpán.

Chén Jyā-jyùn yào yíge swànpán.

Chíng nǐ gěi wǒ sànjāng báude.

Chíng nǐ gěi wǒ sànjāng hòude.

Chíng ní gěi tā sànjāng hòude.

Chíng ní gěi tā dǎnjāng dàde.

Chíng ní gěi Lí Lǎushǐr sànjāng dàde.

Jèiyàngrde shǐkwai-jyǒumau chyán.

Jèiyàngrde sānkwai-wǔ.

Nèiyàngrde sānkwai-wǔ.

Nèiyàngrde lyòukwai-líng-sānfēn.

Wàigwode lyòukwai-líng-sānfēn.

Yíge shūjyàdz dwōshau chyán?

Yíge shūjyàdz shémma jyàchyán?

Yìjǐr chyānbǐ shémma jyàchyán?

Yìjǐr chyānbǐ mài shémma jyàchyán?

Yìjāng jǐr mài shémma jyàchyán?

Wǒ hái yào jǎu nín sǎnmau chyán.	Wǒ hái yào jǎu nín sǎnmau chyán.
sǎnmau-èr	Wǒ hái yào jǎu nín sǎnmau-èr.
Tā	Tā hái yào jǎu nín sǎnmau-èr.
chíkwaibàn	Tā hái yào jǎu nín chíkwaibàn.
Wáng Syānsheng	Wáng Syānsheng hái yào jǎu nín chíkwaibàn.

Jèijǐr gāngbǐ shr Jūnggwode.	Jèijǐr gāngbǐ shr Jūnggwode.
Syībānyáde	Jèijǐr gāngbǐ shr Syībānyáde.
Nèijǐr	Nèijǐr gāngbǐ shr Syībānyáde.
Měigwode	Nèijǐr gāngbǐ shr Měigwode.
Jèiyàngrde	Jèiyàngrde gāngbǐ shr Měigwode.

RESPONSE DRILLLāushr̄

Nín yàu mǎi shémǎ? ..

(chyānbǐ)

(bǐjībēr)

(swānpan)

(máubǐ)

(jǐr)

Nín yàu nēiyàngde?

(wàigwode)

(Měigwode)

(Jūnggwode)

(Fàgwode)

(Dégwode)

Jèiyàngde dwōshau chyán yìjǐr?

(wǔkwai-chīmau chyán)

(bāshrkwai-líng-sānmau)

(yìbaikwai chyán)

(jyōumau-lyòu)

(Lyāngchyanwúbaikwai chyán)

Sywésheng

Wǒ yàu mǎi chyānbǐ.

Wǒ yàu mǎi bǐjībēr.

Wǒ yàu mǎi swānpan.

Wǒ yàu mǎi máubǐ.

Wǒ yàu mǎi jǐr.

Wǒ yàu wàigwode.

Wǒ yàu Měigwode.

Wǒ yàu Jūnggwode.

Wǒ yàu Fàgwode.

Wǒ yàu Dégwode.

Wǔkwai-chīmau chyán yìjǐr.

Bāshrkwai-líng-sānmau yìjǐr.

Yìbaikwai chyán yìjǐr.

Jyōumau-lyòu yìjǐr.

Lyāngchyan-wúbaikwai chyán yìjǐr.

Nín bùmái dyǎr byéde ma?

(bùmái)

(hái mǎi)

Wǒ bùmáile.

Wǒ hái mǎi byéde.

Nín yàu mái něiyàngrde jǐ?

(hòude)

(báude)

(dàde)

(syǎude)

(pyányi)

Wǒ yàu mǎi hòude jǐ.

Wǒ yàu mǎi báude jǐ.

Wǒ yàu mǎi dàde jǐ.

Wǒ yàu mái syǎude jǐ.

Wǒ yàu mǎi pyányide jǐ.

Chíng nǐ swànsuan yígùng dwōshau chyán?

(chíkwei-líng-jyōufen chyán)

(èrbai-èrshrèrkwei chyán)

(lyǎngchyan-lyángbai-èrshrèrkwei)

(wūchyan-chībai-szshryíkwai-bā)

(sānwan-líng-jyóubaikwai chyán)

Yígùng chíkwei-líng-jyōufen
chyán.

Yígùng èrbai-èrshrèrkwei chyán.

Yígùng lyǎngchyan-lyángbai-
èrshrèrkwei.

Yígùng wūchyan-chībai-szshryíkwai-
bā.

Yígùng sānwan-líng-jyóubaikwai
chyán.

Nǐ hái yàu jǎu wǒ dwōshau chyán?

(wūmau-lyòu)

(lyǎngmau-èr)

(jyōukwaibàn)

(szkwai-líng-bāfen)

(chíkwei chyán)

Wǒ hái yàu jǎu nín wūmau-lyòu.

Wǒ hái yàu jǎu nín lyǎngmau-èr.

Wǒ hái yàu jǎu nín jyōukwaibàn.

Wǒ hái yàu jǎu nín szkwai-líng
bāfen.

Wǒ hái yàu jǎu nín chíkwei chyán.

DIRECTED CONVERSATION

Lǎushī

Sywésheng

Nǐ wèn tā, tā yào mǎi shénma.

Nǐ yào mǎi shénma?

Wǒ yào mǎi yíge swànpán.

Wǒ yào mǎi yíjī gāngbǐ.

Wǒ yào mǎi liǎngjiǎng jǐ.

Wǒ yào mǎi sārbén bǐjībǐ.

Nǐ wèn tā, tā yào nǎiyàngrde jǐ.

Nǐ yào nǎiyàngrde jǐ?

Wǒ yào wàigwode.

Wǒ yào Jūnggwode.

Wǒ yào Měigwode.

Wǒ yào hòude.

Wǒ yào báude.

Nǐ wèn tā, nàisyē bǐjībǐ dwōshau chǎn yībēn.

Nàisyē bǐjībǐ dwōshau chǎn yībēn?

Wǔmau chǎn yībēn.

Yībēn wǔmau chǎn.

Nǐ wèn tā, tā mǎi bumái dyǎr byéde dūngsyi.

Nǐ bumái dyǎr byéde dūngsyi ma?

Wǒ bumáile.

Wǒ hái yào mǎi dyǎr byéde dūngsyi.

Nǐ wèn tā, yígùng dwōshau chyán.

Yígùng dwōshau chyán?

Yígùng lyǎngkwai chyán.

Yígùng wǔkwai-sānmau chyán.

Yígùng lyòukwai-èrmau-yī.

Yígùng shǐkwai-líng-bāfen.

Nǐ wèn tā, tā yào jáu nǐ dwōshau
chyán.

Nǐ yào jáu wǒ dwōshau chyán?

Wǒ hái yào jáu nǐ chīmau chyán.

Wǒ hái yào jáu nǐ shǐkwaibàn.

Wǒ hái yào jáu nǐ yíkwai-líng-
jyōufen.

Nǐ wèn tā, jèige swànpán pyányi
bupyányi.

Jèige swànpán pyányi bupyányi?

Nèige swànpán hěn pyányi.

Nèige swànpán bùhěn pyányi.

Nèige swànpán bupyányi.

Nèige swànpán hěn gwèi.

Nèige swànpán búgwèi.

DIALOGUE EXPANSION

Nǐ mǎile shémma le?

Wó mǎile yìjǐ wàigwo gāngbǐ le.

Nǐ hái syáng mǎi shémma?

Wǒ hái syáng mǎi wúběn Jūnggwo shū.

Nǐ bùmái dyār Syībānyáde chyānbǐ ma?

Wó yǐjing yǒule. Wǒ bùmǎile.

Nǐ yào nēiyàngrde chàngpyār?

Wǒ yào lyǎngjāng Fàgwode chàngpyār.

Nǐ ài yùng Dégwo jǐ ma?

Wó hěn ài yùng, géi wǒ lyòujāng hòude.

Báude hěn pyányi. Nǐn bùmái dyār ma?

Hǎu, chǐng nǐ géi wǒ shǐjāng báude.

Wǒmen jèrde dūngsyi dōu hěn pyányi.

Dwèile, dūngsyi yě bùshǎu.

Nǐ bùmái dyār byéde dūngsyi ma?

Bùmǎile. Chǐng nǐ swànsuan yígùng dwōshau chyán?

Hǎu. Wǔmau chyānde sānmau-èr, bāmau-èr..., bāmau-èrde lyǎngkwai chyán,

lyǎngkwai-bāmau-èr... , yígùng lyǎngkwai-bāmau-èr.

Jèr shǐr sānkwei chyán.

Syèsye. Wǒ hái yào jǎu nǐn yīmau-bā.

NARRATION

Wǒ jīntiān zāushang gēn Jiāng Měi-fāng yīkwàr chǔ mǎi gāngbǐ.
 Wǒmen dōu mǎile yìjǐ. Tā mǎile yìjǐ Měigwode. Wó mǎile yìjǐ Jūngwode.
 Měigwode hěn gwèi, mǎi èrshrkwai chǔyán yìjǐ. Jūngwode pyányi, yìjǐ jǐyòu
 mǎi lyòukwai chǔyán. Tā yóu hěn dwō chǔyán. Tā kèyi mǎi nèmme gwèide.
 Wǒ méiyóu hěn dwō chǔyán. Wǒ jǐyóu néng mǎi jèmme pyányide.

Wǒmen wǎnshang dài Jūngwō fàngwǎr chǔ chǔfàn. Jūngwō fàn jēn
 hǎuchǔ. Wǒmen yīkwàr chǔle chǎumyàn, chǎufàn, jǎjǐ, nǔcupái.
 Wǒmen yìgùng chǔle èrshrchíkwei-szmau chǔyán. Wǒmen gēile fàngwǎr
 sānshrkwai chǔyán. Nǐ jǐdau tāmen jǎule wǒmen dwōshau chǔyán ma?

RHYMES

Yìjǐr gāngbǐ sǎkwai wū.

Sānjāng jǐr,

Lyǎngmau-chī.

Jūnggwo shū,

Bǐjībēr,

Dzài géi wǒ yìjǐr hǎu chyānbǐ.

Chíng nǐ swànswan dwōshau chyán?

Sānwan-sǎchyan-bābai-chīshrlyòukwai-wūmau-yī.

Pyányi bupyányi?

Tài gwèile.

Méi chyán búyàu mǎi dūngsyi.

PROGRESS EVALUATION

1. Listening and Speaking (Student listens to the tape and responds according to the proper sentence he has learned. Several correct responses to each utterance may be possible, but the most direct one taught and practised in this unit is suggested in parentheses.)

Nín yào mǎi shémǎ?

(Wǒ yào mǎi yìjǐ gāngbǐ.)

Nín yào nǎiyàngde?

(Wǒ yào jèiyàngde.)

Jèiyàngde dwōshāu chǎn?

(Wūkwai-chīmau chǎn yìjǐ.)

Nín bùmǎi dǎr byéde dūngsyi ma?

(Wǒ hái yào yìjǐ chǎnbǐ.)

Nèisyē bǐjǐbēr mǎi shémǎ jyàchǎn?

(Dàde lyǎngmau-wū, syāude yīmau-èrfen.)

Jèige swānpān sānkwaibàn, pyányi bupyányi?

(Hěn pyányi.)

Nǐ mǎi bùmǎi swānpān?

(Wò bùmǎile.)

Yìgùng dwōshāu chǎn?

(Yìgùng chīkwai-líng-jvōufen chǎn.)

Nǐ hái yào jáu wǒ dwōshāu chǎn?

(Wǒ hái yào jáu nín sǎmau-yī.)

2. Auditory Comprehension (Retell the following passages in English)

Wǒ gēn Jāng Měi-fāng yíkwàr chyù mǎi gāngbǐ. Tāmen nèr yóu hěn duō Jūnggwode, yé yǒu bùshǎu wàigwode. Wàigwode hěn gwèi. Jūnggwode hěn pyányi. Wó mǎile Jūnggwode. Tā mǎile wàigwode.

Wǒmen yé mǎile byéde dūngsyi. Wó mǎile sānběn dàde bǐjībēr, lyǎngjāng hòude jǐr. Tā yé mǎile yībén syǎude bǐjībēr, wǔjāng báude jǐr.

Wǒ yígùng yùngle yíkwai-jyǒu. Tā yígùng yùngle sānkwai-chīfen chyán.

3. Reading (To be used after Romanization has been learned by the students)

Wǒ yào mǎi yíjǐr gāngbǐ.

Tāmen nèr yǒu syībānyáde, yé yǒu Dégwode.

Jèiyàngrde dwōshau chyán?

Sānwān-lyǎngchyan-líng-wūshrkwai chyán.

Wǒmen hái yǒu bùshǎu byéde dūngsyi.

Nèisyē bǐjībēr mǎi shémǎ jyàchyán?

Dàde bāmau-sān, syǎude sǎmau-èrfen.

Nín kànkān jèige swànpan pyányi bupyányi.

Nǐmen jèrde dūngsyi bùhěn gwèi.

Chíng nǐ swànswān yígùng dwōshau chyán.

Jèr shè wūshrlvòukwai-sānmau-èrfen chyán.

Svèsye. Wǒ hái yào jǎu nín chīmau-bā.

UNIT VI
FOR TEACHER

Chinese-Mandarin Teaching
Material Development Project
San Francisco State College

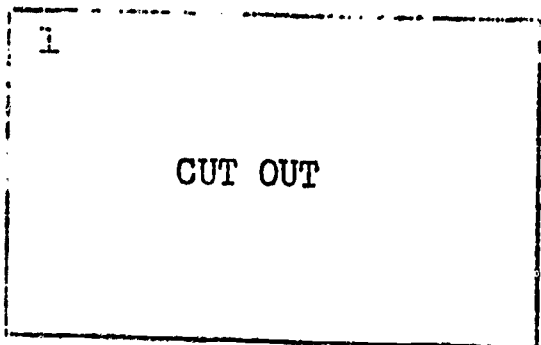
UNIT VI

RETURNING HOME AFTER SCHOOL

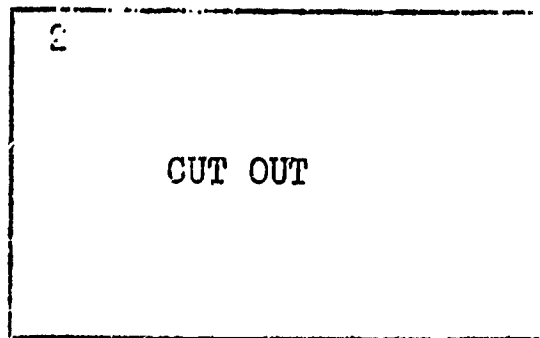
Chén Jyā-jyùn goes home after school.

He inquires from his mother about what the rest of the family is doing. He is reminded of the arrival of his sister the next day and some of her family for a visit. His mother asks him to help set the dinner table.

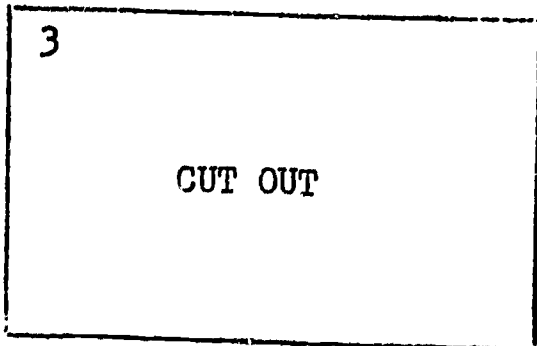
In setting the dinner table, he discovers that he needs one more spoon. Then he forgets to put the soy sauce and vinegar on the table. When he asks if he should get the wine glasses, his mother tells him that his father is not supposed to drink every evening.



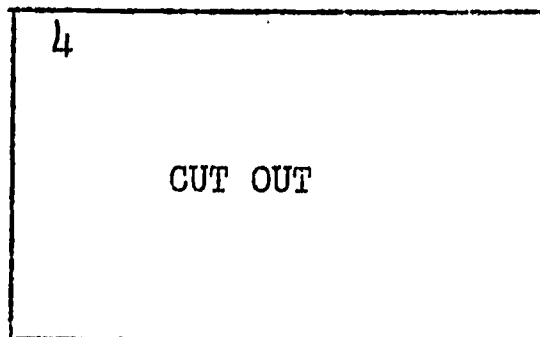
Mā, dìdì dzài nār?
Tā dzài wàitou wár ne.



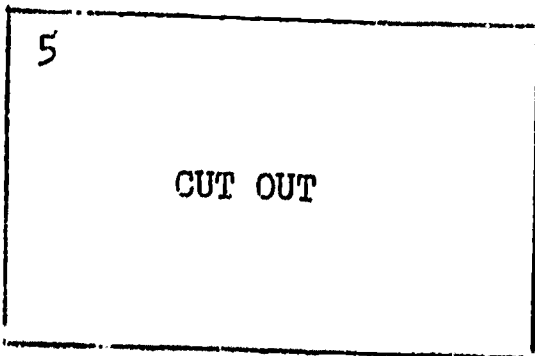
Mèimei syàndzài gàn shémma ne?
Tā dzài lóushang dǎ máuyī ne.



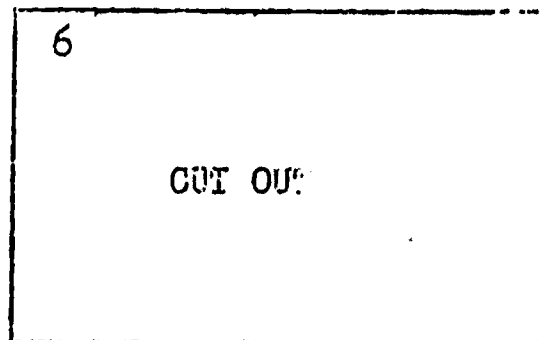
Bàba dzài jyā ma?
Tā gēn nǐ gēge dzài kètīng lǐ
zhōhwà ne.



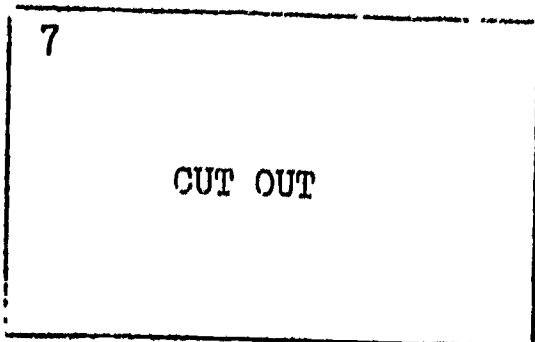
Mā, wó syǎng míngtyan shàng chéng
lǐtou chyù, kényi ma?
Búsyǐng. Míngtyan nǐ jyējyō tamen
tsúng syāngsya lái.



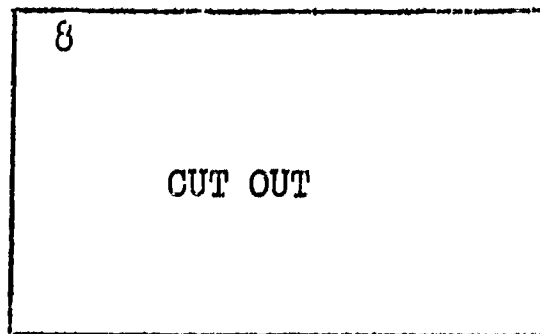
Jyēfu yě yǐkwàr lái ma?
Búyǐdǐng. Kēshr tā mèimei
yǐdǐng lái.



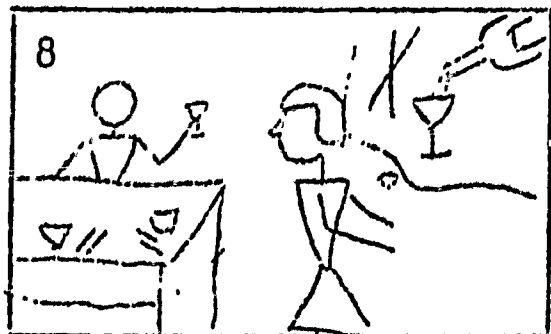
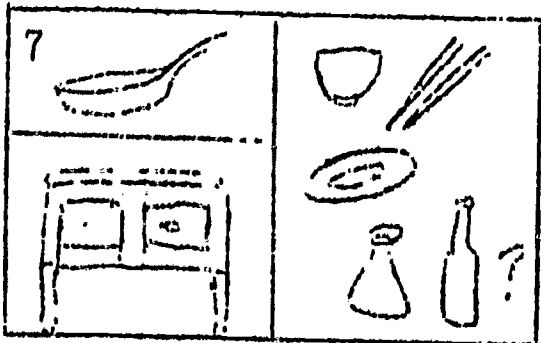
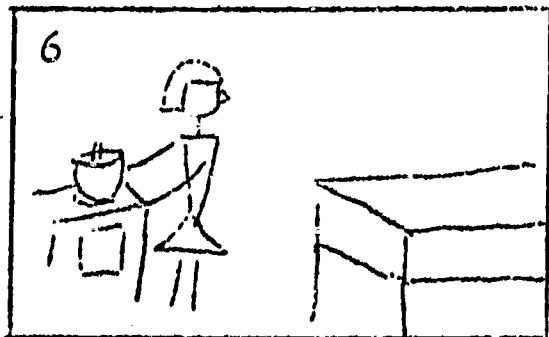
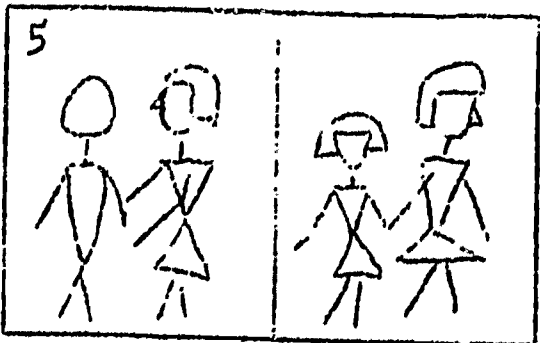
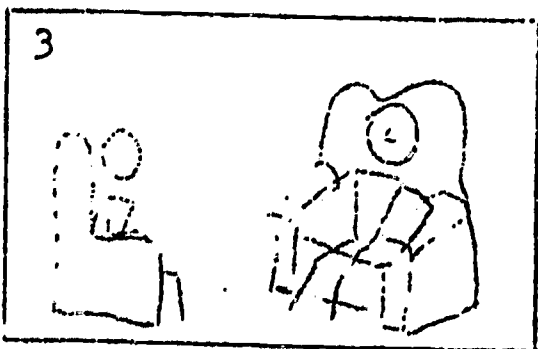
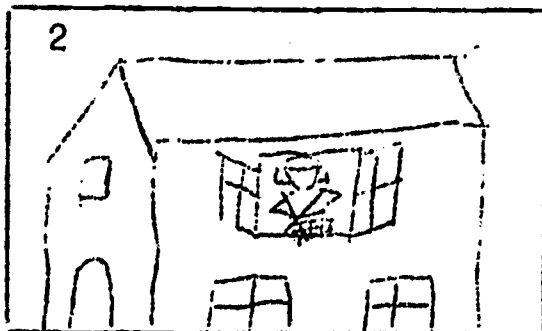
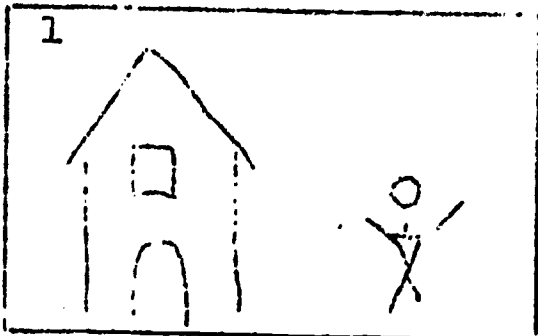
Nà hǎujǐle. Mā, fàn kwài hǎu...
Kwài hǎule. Nǐ bǎiyībǎi jyōdz...



Yībā, yángbā, ...
Dzwōbyār neige chōuti lǐ hái yōu.
Wǎn, kwàidz, shǎur, dyédz dōu bǎile.
Jyàngyōu tsù ne? Nǐ dzēmne lǎu wàng
a.



Dwèile. Mā, yàu buyàu bái jyóubēi
a.
Búyàu. Nǐ Bàba bunnéng
Nà wǒ chyù jyàu tamen lái chǎfànle.



Curriculum

DIALOGUE

- Jyā-jyùn: Mā, dìdi dzài nār?
- Mūchīn: Tā dzài wàitou wár ne.
- Jyā-jyùn: Mèimei syàndzài gàn shémma ne?
- Mūchīn: Tā dzài lóushang dǎ máuyī ne.
- Jyā-jyùn: Bāba dzài jyā ma?
- Mūchīn: Tā gēn nǐ gēge dzài kèting li shwōhwà ne.
- Jyā-jyùn: Mā, wó syāng míngtyan shàng chéng lǎtou chyù, kéyi ma?
- Mūchīn: Bùsyíng. Míngtyan ní jyějye tamen tsúng syāngsya lái.
- Jyā-jyùn: Jyěfu yě yíkwàr lái ma?
- Mūchīn: Bùyídìng. Kěshr tā mèimei yídìng lái.
- Jyā-jyùn: Nà hǎujíle. Mā, fàn kwài hǎule ba.
- Mūchīn: Kwài hǎule. Ní bǎiyibǎi jwōdz ba.
- Jyā-jyùn: Yìbǎ, lyángbǎ, sǎnbǎ, . . . Mā, shǎule yìbǎ sháur.
- Mūchīn: Dzwōbyār nèige chōuti lí hái yōu.
- Jyā-jyùn: Wǎn, kwàidz, sháur, dyédz dōu bǎile.
- Mūchīn: Jyàngyóu tsù ne? Ní dzēmme lǎu wàng a!
- Jyā-jyùn: Dwèile. Mā, yàu buyàu bái jyōubēi a?

Mūchīn: Búyàu. Nǐ Bàba bùnéng tyāntyan wǎnshang
hē jyōu.

Jyā-jyùn: Nà wǒ chyù jyàu tāmen lái chǎnle.

- Jyā-jyùn: Mother, where is Brother?
- Mother: He is playing outside.
- Jyā-jyùn: What's Sister doing now?
- Mother: She is upstairs knitting.
- Jyā-jyùn: Is Dad home?
- Mother: He is talking with your brother in the living room.
- Jyā-jyùn: Mother, I'd like to go down town tomorrow, is that all right?
- Mother: No. Your sister and her folks are coming from the country tomorrow.
- Jyā-jyùn: Is her husband coming with her?
- Mother: I'm not sure. But his sister is definitely coming.
- Jyā-jyùn: That's wonderful. Mother, dinner is about ready, isn't it?
- Mother: Yes, just about. Why don't you set the table.
- Jyā-jyùn: One, two, three..., Mother, we are short of one spoon.
- Mother: There are more in the drawer on the left hand side.

Jyā-jyùn: I have gotten out bowls, chopsticks, spoons,
saucers, and all.

Mother: What about soy sauce and vinegar. You always
forget them.

Jyā-jyùn: That's it. Mother you want me to get the
wine glasses?

Mother: No, your Dad cannot drink every evening.

Jyā-jyùn: Well, I'll go to call everybody to come
and eat.

SUMMARY

1. Vocabulary

a. Nouns

Mā, dìdi dzài nǎr?

Mèimei syàndzài gàn shémma ne?

Bàba dzài jyā ma?

Tā gēn nǐ gēge dzài kètīng li shwōhwà ne.

Wó syǎng míngtyan shàng chéng lǐtou chyù.

Nǐ jyějye tamen tsung syāngsya lái.

Jyēfu yě yǐkwàr lái ma?

Dzwōbyār nèige chōuti li hái yōu.

Wǎn, kwàidz, sháur, dyédz dōu bǎile.

Jyàngyóu tsù ne?

Mā, yàu buyàu bái jyōubēi a?

Nǐ Bàba bùnéng tyāntyan wǎnshang hē jyōu.

b. Place Words

Tā dzài wàitou wár ne.

Tā dzài l'ushang dǎ máuyǐ ne.

Wó syǎng míngtyan shàng chéng lǐtou chyù.

Dzwōbyār nèige chōuti li hái yōu.

Yòubyār nèige jwōdz shang yōu shū.

Tā dzài l'ousyà shwōhwà ne.

c. Verbs

Mā, dìdi dzài nǎr?

Tā dzài wàitou wár ne.

Méimei syàndzài gàn shémma ne?

Tā dzài lóushang dǎ máuyī ne.

Tā gēn nǐ gēge dzài kètīng li shwōhwà ne.

Ní jyějye tamen tsúng syāngsya lái.

Ní bāiyibāi jwōdz ba.

Mā, shāule yībǎ sháur.

Ní dzēmme lǎu wàng a.

Nà wǒ chyù jyàu tāmen lái chrfànle.

d. Co-Verbs

Ní jyějye tamen tsúng syāngsya lái.

Wó syāng míngtyan shàng chéng lǐtou chyù.

e. Adjectives

Bùsyíng.

Mā, fàn kwài hǎule ba.

f. Adverbs

Kěshr tā mèimei yídíng lái.

Mā, fàn kwài hǎule ba.

Ní dzēmme lǎu wàng a.

g. Time Words

Mèimei syàndzài gàn shénma ne?

Nǐ Bàba bùnéng tyāntyan wǎnshang hē jyōu.

h. Particles

Tā dzài wàitou wár ne.

Mā, fàn kwài hǎule ba.

Nà hǎujíle.

i. Measure

Mā, shǎule yìbǎ sháur.

j. Idiomatic Expression

Nà wǒ chyù jyàu tāmen lái chǐfànle.

2. Structural Patterns

a. S dzai PW

Bàba dzài jyā ma?

b. Continuance with Ne

Tā dzài lóushang dǎ máuyī ne.

c. Tsung Lái Pattern

Nǐ jyějye tamen tsung syāngrya lái.

- d. Probability with Ba
Mā, fān kwāi hāule ba.
- e. Request with Ba
Ní bǎiyibái jwōdz ba.
- f. Imminent Change of Status with Le
Mā, fān kwāi hāule ba.
- g. N Sp-M N
Dzwōbyār nēige chōuti li
- h. ProN N
Ní jyějye
- i. S V PE
Wō chyù jyāu tāmen lái chrfānle.

VOCABULARY

1. Nouns

Mā(ma)	Mammy (mother)
dīdi	younger brother
mèimei	younger sister
Bàba	Daddy (father)
jyā	home
gēge	elder brother
kètīng	parlor, living room
chéng	city
jyějyē	elder sister
syāngsya	country (rural)
jyěfu	brother-in-law (elder sister's husband)
sháur	spoon
chōuti	drawer
wǎn	bowl
dyédz	plate
jyàngyóu	soy sauce
tsù	vinegar
jyǒubēi	wine glass
jyǒu	wine, liquor

2. Place Words

wâi(tou)	outside (cf. Unit III)
lóushang	upstairs
lǐ(tou)	inside (cf. Unit III)
dzwǒbyār	left (side)

3. Verbs

dzài	be at, in or on (cf. Unit III)
wǎr	play
gân	do (more colloquial than <u>dzwo</u>)
dǎ	knit
shwǒhwâ	carry on conversation (VO compound)
lái	come (toward the speaker)
bǎi	set, put
shǎu	be short (cf. Unit V)
wàng	forget
gyâu	tell (somebody to do something)

4. Co-Verbs

tsúng	from
shàng	functioning as "to go to" together with <u>chyû</u> (cf. <u>dâu...chyû</u> in Unit III)

5. Adjectives

syíng	satisfactory, all right
hǎu	ready, complete (cf. Unit I)

6. Adverbs

yíding	necessarily, certain
kwâi	quickly, soon
lǎu	always

7. Time Words

syândzâi	now
tyântyan	everyday

8. Particles

ne	sentence suffix indicating continuance of action in positive statements (cf. Unit III)
ba	sentence suffix implying probability or a request
-jǐle	suffix to adjectives, indicating extreme degree

7. Measure

-bǎ

a unit measure for spoons or things with
a handle

8. Idiomatic Expression

nâ

in that case

SUPPLEMENTARY VOCABULARY

1. Noun

mūchīn mother (more formal than māma)

2. Place Words

yōūbyār right (side)

lōūsyā downstairs

4. Probability with sentence suffix ba

The particle ba suffixed to certain statements makes them imply a probability, a conclusion based on the best light one has, yet leaving some room for doubt:

Mā, fàn kwài hǎule ba.

5. Request with sentence suffix ba.

Sentence suffix ba, added to a command, softens the tone of the command:

Ní biyibǎi jwǒdz ba.

6. Imminent change of status with -le

The addition of -le to adjectives modified by appropriate adverbs, such as kwài, (soon) indicates the change of status has already been decided upon, and that it is expected to be completed at some time in the not too distant future (cf. Unit IV):

Mā, fàn kwài hǎule ba.

7. Specified nouns further modified by nouns, pronouns, N Sp-M N or place words

Nouns specified may be further specified by adding pronouns.

Dzwōbyār nēige chōuti li

8. Between pronouns and relationship terms

PronN N

The usual marker of modification -de may be omitted between pronouns and relationship terms:

Ní jyějye

Wǒ bàba

9. Purpose of going without CV-posN

S V PE

If the place is known from the context,
co-verb and place word are omitted:

Wǒ chū jū tāmen lái chǎnfànle.

NOTES

1. Cultural Notes

- a. The family, has, to a great extent, remained as a strong basis for Chinese society. Change has occurred in modern times in the Chinese familial structure, but many traditional attitudes toward the family persist. Even grown up Chinese still do not hesitate to regard their parents' house as their own home.
The Chinese high school student, on the average, spends more time at home than his American counterpart does.
- b. The Chinese high school student always refers to his family members by relationship, not by name. This is particularly true regarding his elder brothers, sisters and other relatives. He would shock the others if he called his parents or elders by their given names any time any where. In earlier times, many Chinese families used domestic help. School boys and girls had little house work to do. This has changed somewhat. The high school student is expected to help his mother or sister to do some housework. He is expected to do it cheerfully and never, never, with pay. Chinese society tends to tolerate less impoliteness of the children toward their parents.
- c. The use of Chinese expression gàn shénma? may sound a bit too colloquial to some people, but it is really natural Mandarin speech. In other words, one hears more often gàn shénma than dzwò shénma.

2. Pedagogical Notes

- a. Use chalk or felt board to illustrate the situation and the characters involved.
- b. Cut out from magazines illustrations showing "upstairs," "downstairs," "living room," "down town," and "countryside."
- c. Arrange to have on hand such items or their illustrations as spoons, drawers, bowls, chopsticks, soy sauce, vinegar and wine cups.
- d. Allot class time for drills and role-playing as in earlier units. Provide time for reading and writing characters.

FLUENCY DRILL

Dzài.

Dzài nǎr?

Dìdi dzài nǎr?

Nǐde dìdi dzài nǎr?

Nǐde syǎu dìdi dzài nǎr?

Wàitou.

Dzài wàitou.

Dzài wàitou wár.

Tā dzài wàitou wár.

Tā dzài wàitou wár ne.

Gàn.

Gàn shémma?

Mèimei gàn shémma?

Mèimei syàndzài gàn shémma?

Mèimei syàndzài gàn shémma ne?

Wàng.

Lǎu wàng.

Dzēmme lǎu wàng.

Dzēmme lǎu wàng a.

Ní dzēmme lǎu wàng a.

Tsúng.

Tsúng syāngsya lái.

Jyějye tsúng syāngsya lái.

Jyějye tamen tsúng syāngsya lái.

Ní jyějye tamen tsúng syāngsya lái.

Kwài.

Kwài hǎu.

Kwài hǎule.

Fàn kwài hǎule.

Fàn kwài hǎule ba.

Bǎi.

Bǎiyibǎi.

Bǎiyibǎi jwōdz.

Ní bǎiyibǎi jwōdz.

Ní bǎiyibǎi jwōdz ba.

Chōuti.

Chōuti li.

Nèige chōuti li.

Nèige chōuti li yǒu.

Nèige chōuti li hái yǒu.

Dzwōbyār nèige chōuti li hái yǒu.

Shàng.

Shàng chéng lǐtòu.

Shàng chéng lǐtòu chyu.

Wǒ shàng chéng lǐtòu chyu.

Wǒ míngtyan shàng chéng lǐtòu chyu.

Wó syǎng míngtyan shàng chéng lǐtòu chyu.

Tyāntyan.

Tyāntyan wǎnshang.

Tyāntyan wǎnshang hē.

Tyāntyan wǎnshang hē jyōu.

Bùnég tyāntyan wǎnshang hē jyōu.

Bàba bùnéng tyāntyan wǎnshang hē jyōu.

Ní Bàba bùnéng tyāntyan wǎnshang hē jyōu.

Jyàu.

Jyàu tāmen.

Jyàu tāmen lái.

Jyàu tāmen lái chǎfàn.

Chyu jyàu tāmen lái chǎfàn.

Wǒ chyu jyàu tāmen lái chǎfàn.

Wǒ chyu jyàu tāmen lái chǎfànle.

Nà wǒ chyu jyàu tāmen lái chǎfànle.

REPETITION DRILL

Lǎushǐ

Sywésheng

S dzài PW

Dìdi dzài nǎr?

(Student repeats after the model)

Bàba dzài jyā ma?

Tā dzài lóushang.

Nǐ mèimei dzài lóusya.

Gēge dzài kètīng li.

Wó jyějyē dzài chéng lǐtou.

Continuance with Ne

Tā dzài wàitou wár ne.

Tā dzài lóushang dǎ máuyī ne.

Wǒ dìdi dzài fàntīng li chǐfàn ne.

Tā gēge dzài kètīng li shwōhwà ne.

Bàba syàndzài tīng chàngpyār ne.

Wó jyějyē dzài sywésyàu nyànshū ne.

Tsúng ... Lái

Ní jyějyē tamen tsúng syāngsya lái.

Wǒ gēge tamen tsúng chéng lǐtou lái.

Chén Jyā-jyùn tsúng sywésyàu lái.

Jāng Měi-fāng tsúng túshūgwǎn lái.

Wáng Lǎushǐ tsúng jyā li lái.

Lǐ Syānsheng tsúng wàitou lái.

Ba (Probability)

Bàba dzài jyē ba.

Fàn kwài hāule ba.

Nǐ gēge yě chyù bái

Tā mèimei yě yíkwār lái ba.

Tā dzài lóushang dǎ náuyī ba.

Jyējye míngtyan tsúng syāngsya lái ba.

Ba (Request)

Nǐ bǎi·ibǎi jwōdz ba.

Jyàu tāmen lái chǎfàn ba.

Nǐ dàu wàitou chyù wár ba.

Nǐ dàu nèr chyù kàn dyànshè ba.

Nǐ gēi wǒ yībēi bǐngshwēi ba.

Nǐ shàng chéng lǐtou chyù mǎi dūngsyi ba.

Le (Imminent change of status)

Wǒ kwài èle.

Fàn kwài hāule.

Tā kwài láiile.

Wǒ kwài chǎfànle.

Tāmen kwài chyùle.

Wǒmen kwài bāule.

N Sp-M N

Dzwōbyār nèige chōuti li hái yōu.
 Yōubyār nèige jwōdz shang yé yōu.
 Nīmen nèige shūjyàdz shang yóu hēn dwō shū.
 Wōmen jèige túshūgwān yōu Jūngwen dz̄dyān.
 Jyā-jyùn nèipār chīngtsài hén hāushr̄.
 Měi-fāng nèikwài nyóupái yě bútswò.

ProN N

Ní jyě.ve tsún̄ syāngsya lái.
 Wō bàba dàu chéng lītou chyule.
 Tā māma dzài nēr mǎi dūngsyi.
 Wō mèimei méiyōu Yíngwen dzáj̄r̄.
 Nǐ gēge míngtyan dàu nār chyù?
 Tā dìdi dzài wàitou wár ne.

S V PE

Wō dìdi chyù wárle.
 Tā chyù kàn dyànshr̄ le.
 Wōmen chyù dǎ máuyī chyù.
 Tāmen chyù mǎi dūngsyi.
 Nǐ chyù tīng chāngpyār ma?
 Wō chyù jyàu tāmen lái chīfānle.

SUBSTITUTION DRILLLǎushǐ

Tā dzài wàitou ne.

lǐtou

lóushang

lóusya

túshūgwǎn

Jyějye tsúng syāngsya lái.

chéng li

sywésyàu

jyàushrè li

túshūgwǎn

Tā gēn nǐ gēge dzài kètīng li
shwōhwà ne.

kàn dyànshrè

tīng chāngpyār

chǐfàn

kàn bàu

Sywésheng

Tā dzài wàitou ne.

Tā dzài lǐtou ne.

Tā dzài lóushang ne.

Tā dzài lóusya ne.

Tā dzài túshūgwǎn ne.

Jyějye tsúng syāngsya lái.

Jyějye tsúng chéng li lái.

Jyějye tsúng sywésyàu lái.

Jyějye tsúng jyàushrè li lái.

Jyějye tsúng túshūgwǎn lái.

Tā gēn gēge dzài kètīng li shwōhwà ne.

Tā gēn nǐ gēge dzài kètīng li kàn dyànshrè
ne.Tā gēn nǐ gēge dzài kètīng li tīng
chāngpyār ne.

Tā gēn nǐ gēge dzài kètīng li chǐfàn ne.

Tā gēn nǐ gēge dzài kètīng li kàn bàu ne.

UNIT VI - T 16

Ní jyějyē tsúng syāngsya lái.

Tā māma

Wō bāba

Nǐ gēge

Tā mèimei

Ní jyějyē tsúng syāngsya lái.

Tā māma tsúng syāngsya lái.

Wō bāba tsúng syāngsya lái.

Nǐ gēge tsúng syāngsya lái.

Tā mèimei tsúng syāngsya lái.

Ní bǎiyībǎi jwōdz ba.

nyànshū

chǎnfàn

kànkān dyànshǐ

hē nyóunǎi

Ní bǎiyībǎi jwōdz ba.

Nǐ nyànshū ba.

Nǐ chǎnfàn ba.

Nǐ kànkān dyànshǐ ba.

Nǐ hē nyóunǎi ba.

Tā mèimei yídìng lái.

chyù

mǎi

tīng

chǐ

Tā mèimei yídìng lái.

Tā mèimei yídìng chyù.

Tā mèimei yídìng mǎi.

Tā mèimei yídìng tīng.

Tā mèimei yídìng chǐ.

Dzwōbyār nèige chōuti li hái yōu.

Yòubyār

Wàitou

Lǐtou

Lóusya

Dzwōbyār nèige chōuti li hái yōu.

Yòubyār nèige chōuti li hái yōu.

Wàitou nèige chōuti li hái yōu.

Lǐtou nèige chōuti li hái yōu.

Lóusya nèige chōuti li hái yōu.

Fàn kwài häule ba.

Nyóupái

Jáji

Chäumyàn

Chäufàn

Fàn kwài häule ba.

Nyóupái kwài häule ba.

Jáji kwài häule ba.

Chäumyàn kwài häule ba.

Chäufàn kwài häule ba.

Ní dzemme läu wàng a.

kàn

chyù

chī

tīng

Ní dzemme läu wàng a.

Ní dzemme läu kàn a.

Ní dzemme läu chyù a.

Ní dzemme läu chī a.

Ní dzemme läu tīng a.

Tā bünéng tyāntyan hē jyōu.

kàn dyànshr

tīng chāngpyār

wár

Tā bünéng tyāntyan hē jyōu.

Tā bünéng tyāntyan kàn dyànshr.

Tā bünéng tyāntyan tīng chāngpyār.

Tā bünéng tyāntyan wár.

Wō chyù jyàu tāmen lái chīfànle.

nyànshūle

kàn dyànshr le

tīng chāngpyār le

Wō chyù jyàu tāmen lái chīfànle.

Wō chyù jyàu tāmen lái nyànshūle.

Wō chyù jyàu tāmen lái kàn dyànshr
le.

Wō chyù jyàu tāmen lái tīng
chāngpyār le.

REPLACEMENT DRILL

Lǎushr̄

Sywésheng

Tā dzài wàitou ne.

Tā dzài wàitou ne.

lǐtou

Tā dzài lǐtou ne.

Bàba

Bàba dzài lǐtou ne.

lóushang

Bàba dzài lóushang ne.

Gēge

Gēge dzài lóushang ne.

Jyějye tsúng syāngsya lái.

Jyějye tsúng syāngsya lái.

chéng li

Jyějye tsúng chéng li lái.

Dìdi

Dìdi tsúng chéng li lái.

sywésyàu

Dìdi tsúng sywésyàu lái.

Jyā-jyùn

Jyā-jyùn tsúng sywésyàu lái.

Tā gēn nǐ gēge dzài kètīng li
shwōhwa ne.

Tā gēn nǐ gēge dzài kètīng li shwōhwa ne.

kàn shū

Tā gēn nǐ gēge dzài kètīng li kàn shū ne.

Jyěfu

Jyěfu gēn nǐ gēge dzài kètīng li kàn shū
ne.

chǎrfàn

Jyěfu gēn nǐ gēge dzài kètīng li chǎrfàn
ne.

Lí Lǎushr̄

Lí Lǎushr̄ gēn nǐ gēge dzài kètīng li
chǎrfan ne.

Tā mèimei yídìng lái.

chyu

Wǒ dìdì

chǐ

Nǐ jyěfu

Tā mèimei yídìng lái.

Tā mèimei yídìng chyu.

Wǒ dìdì yídìng chyu.

Wǒ dìdì yídìng chǐ.

Nǐ jyěfu yídìng chǐ.

Dzwōbyār nèige chōuti li hái yōu.

jwōdz shang

Yōubyār

shūjyādz shang

Lítou

Dzwōbyār nèige chōuti li hái yōu.

Dzwōbyār nèige jwōdz shang hái yōu.

Yōubyār nèige jwōdz shang hái yōu.

Yōubyār nèige shūjyādz shang hái yōu.

Lítou nèige shūjyādz shang hái yōu.

Nǐ dzēmme lǎu wàng a.

chǐ

Tā

hē

Jāng Syānsheng

Nǐ dzēmme lǎu wàng a.

Nǐ dzēmme lǎu chǐ a.

Tā dzēmme lǎu chǐ a.

Tā dzēmme lǎu hē a.

Jāng Syānsheng dzēmme lǎu hē a.

Tā bünéng tyāntyan hē jyōu.

kàn dyànshǐ

Nǐ

tīng chāngpyār

Wōmen

Tā bünéng tyāntyan hē jyōu.

Tā bünéng tyāntyan kàn dyànshǐ.

Nǐ bünéng tyāntyan kàn dyànshǐ.

Nǐ bünéng tyāntyan tīng chāngpyār.

Wōmen bünéng tyāntyan tīng chāngpyār.

UNIT VI - T 20

Wǒ chū jū tāmēn lái chūfānle.

nyànshūle

Tā

kàn dūànshū le

Mèimei

Wǒ chū jū tāmēn lái chūfānle.

Wǒ chū jū tāmēn lái nyànshūle.

Tā chū jū tāmēn lái nyànshūle.

Tā chū jū tāmēn lái kàn dūànshū
le.

Mèimei chū jū tāmēn lái kàn
dūànshū le.

RESPONSE DRILLLǎushr̄Sywésheng

Nǐ dìdì dzài nǎr?

(wàitou)

(lǐtou)

(lóushang)

(lóusya)

Tā dzài wàitou ne.

Tā dzài lǐtou ne.

Tā dzài lóushang ne.

Tā dzài lóusya ne.

Nǐ mèimei syàndzài gàn shémma ne?

(dǎ máuyī)

(dzwò syítí)

(kàn dyànshr̄)

(jǎu shū)

Tā syàndzài dǎ máuyī ne.

Tā syàndzài dzwò syítí ne.

Tā syàndzài kàn dyànshr̄ ne.

Tā syàndzài jǎu shū ne.

Bàba dzài jyā ma?

(dzài)

(búdzài)

Tā dzài jyā.

Tā búdzài jyā.

Nǐ míngtyan syǎng dàu nǎr chyù?

(chéng li)

(syǎngsya)

(sywésyau)

(túshūgwǎn)

Wǒ míngtyan syǎng dàu chéng li chyù.

Wǒ míngtyan syǎng dàu syǎngsya chyù.

Wǒ míngtyan syǎng dàu sywésyau chyù.

Wǒ míngtyan syǎng dàu túshūgwǎn chyù.

Shéi tsúng syāngsya lái?

(ní jyějye)

(nǐ gēge)

(nǐ Bàba)

(nǐ dìdi)

Wǒ jyějye tsúng syāngsya lái.

Wǒ gēge tsúng syāngsya lái.

Wǒ Bàba tsúng syāngsya lái.

Wǒ dìdi tsúng syāngsya lái.

Dzwōbyār nèige chōuti li hái yǒu ma?

(hái yǒu)

(méiyǒu)

Dzwōbyār nèige chōuti li hái yǒu.

Dzwōbyār nèige chōuti li méiyǒule.

Tā mèimei yídìng lái ma?

(yídìng)

(bùyídìng)

Tā mèimei yídìng lái.

Tā mèimei bùyídìng lái.

Nǐ chyù jyàu shéi lái chǎfàn ne?

(Jyā-jyùn)

(Měi-fāng)

(Wáng Lǎushǐ)

(Lǐ Syānsheng)

Wǒ chyù jyàu Jyā-jyùn lái chǎfàn.

Wǒ chyù jyàu Měi-fāng lái chǎfàn.

Wǒ chyù jyàu Wáng Lǎushǐ lái chǎfàn.

Wǒ chyù jyàu Lǐ Syānsheng lái chǎfàn.

DIRECTED CONVERSATIONLāushr

Nǐ wèn tā, tā dìdi dzài nǎr.

Nǐ wèn tā, tā mèimei syàndzài gàn shémma.

Nǐ wèn tā, tā Bàba dzài budzài jyā

Nǐ wèn tā, tā míngtyan shàng chéng li chyù ma.

Nǐ wèn tā, shéi tsúng syāngsya lái.

Sywésheng

Nǐ dìdi dzài nǎr?

Tā dzài wàitou ne.

Tā dzài lóushang ne.

Tā dzài kètīng li ne.

Wǒ bùjrdau tā dzài nǎr.

Tā dàgài dzài lītou ba.

Nǐ mèimei syàndzài gàn shémma?

Tā syàndzài dǎ máuyī ne.

Tā syàndzài chǎfàn ne.

Tā syàndzài tīng chángpyār ne.

Tā syàndzài nyànshū ne.

Tā syàndzài jǎu Jūngwen dǎdyǎn ne.

Nǐ Bàba dzài jyā ma?

Tā dzài jyā.

Tā búdzài jyā.

Nǐ míngtyan shàng chéng li chyù ma?

Wǒ míngtyan shàng chéng li chyù.

Wǒ míngtyan búshàng chéng li chyù.

Shéi tsúng syāngsya lái?

Wǒ jyějye tsúng syāngsya lái.

Wǒ gēge tsúng syāngsya lái.

Nǐ wèn tā, dzōubyār nèige chōuti
li hái yǒu sháur ma.

Dzōubyār nèige chōuti li hái yǒu
shaur ma?

Dzōubyār nèige chōuti li hái yǒu
sháur.

Dzōubyār nèige chōuti li hái yǒu
hēn dwō shaur.

Dzōubyār nèige chōuti li méiyǒu
sháur le.

Nǐ wèn tā, tā mèimei yídìng lái ma.

Nǐ mèimei yídìng lái ma?

Wǒ mèimei yídìng lái.

Wǒ mèimei bù yídìng lái.

Nǐ wèn tā, fàn kwài hǎule ma.

Fàn kwài hǎule ma?

Fàn kwài hǎule.

Fàn hái méihǎu ne.

Nǐ wèn tā, tā chǎyù jǎu shéi lái
chǎfàn.

Nǐ chǎyù jǎu shéi lái chǎfàn?

Wǒ chǎyù jǎu wǒ gēge lái chǎfàn.

Wǒ chǎyù jǎu wǒ dìdì lái chǎfàn.

Wǒ chǎyù jǎu tāmen lái chǎfàn.

DIALOGUE EXPANSION

Jāng Měi-fāng dzài lóushang ma?

Tā búdzài lóushang.

Nà tā dzài nār?

Tā dàgài dzài kètīng li kàn bàu ba.

Bàba dzài jyā ma?

Búdzài. Tā gēn nǐ gēge shàng chéng lītou chyùle.

Tāmen shàng chéng li chyù dzwò shémma chyù?

Tāmen chyù mǎi yidyār dūngsyi.

Jyējyē tamen míngtyan yídìng tsúng syāngsya lái ma?

Bùyídìng. Kěshr nǐ jyēfu yídìng lái,

Nǐ jǐdau shéi dzài lóusya ma?

Wǒ mèimei dzài lóusya dǎ máuyī ne.

Nǐ didi syāngdzài gàn shémma ne?

Tā dzài lītou wár ne.

Wǒmende fàn kwài hǎule ba.

Hái méihǎu ne. Kěshr nǐ syān chyù bǎiyibǎi jwōdz ba.

Nǐ yào bǎi shémma dūngsyi.

Wǎn, kwàidz, dyédz, sháur, jyàngyóu, tsù dōu yào bǎi.

Mā, shǎule yíge jyōubēi le?

Nǐ dzēmme yé bǎile jyōubēi le?

Wǒmen jǐntyan wǎnshang bùhē jyōu ma?

Bùhē, wǒmen bùnéng tyāntyan hē jyōu.

NARRATION

Jyā-jyùn bùjǎdau tā dīdī dzài nār. Tā wèn māmā tā dīdī dzài nār. Tā māmā shwō tā dīdī gēn tā mēimeī dzài wàitōu wár. Tā Bàba yǐjīng dzài jyā, gēn tā gēge dzài kètīng lǐ shwōhwà. Jyā-jyùnde jyějyē míngtyan tsung syāngsya lái, kěshr tā jyěfu bùydīng gēn tā jyějyē yǐkwàr lái. Tā jyěfude mēimeī hén syǐhwan Jyā-jyùn. Tā míngtyan yídīng gēn tā jyějyē yǐkwàr lái.

Jyā-jyùn yǐjīng èle. Tā wèn tā māmā fàn kwài hǎule méiyōu. Tā māmā shwō kwài hǎule, jyàu tā chyù bǎiyībǎi jwōdz. Tā bǎile hén dwō dūngsyi. Yōu wǎn, yōu sháur, yé yōu kwàidz. Kěshr tā wàngle jyàngyóu tsù. Jyā-jyùn syāng bái jyōubēi. Kěshr tā māmā shwō tā Bàba bùnéng tyāntyan hē jyōu, tā jyòu bùbái jyōubēi le.

RHYMES

Bàba gēge dōu dzài jyā,
Dìdi mèimei dzài wàitou.
Jyějye dzài syāngsya,
Wōmen tyāntyan dōu syāng tā.

Jyā-jyùn èle syāng chřfàn,
Māma shwō fàn kwài hāule.
Jyā-jyùn jyòu chyù bǎi jwōdz,
Yihwěr jyàu tāmen chřfàn ba.

PROGRESS EVALUATION

1. Listening and Speaking (Student listens to the tape and responds according to the proper sentence he has learned. Several correct responses to each utterance may be possible, but the most direct one taught and practiced in this unit is suggested in parentheses.)

Nǐ dìdi dzài nǎr?

(Tā dzài wàitou wár ne.)

Bàba dzài jyā ma?

(Tā dzài jyā.)

Nǐ mèimei syàndzài gàn shémma ne?

(Tā dzài lóushang dǎ máuyī ne.)

Míngtyan ní syǎng shàng nǎr chyù?

Shéi tsúng syāngsya lái?

(Wó jyějye tsúng syāngsya lái.)

Ní jyěfude mèimei yídìng lái ma?

(Tā yídìng lái.)

Fàn kwài hàule ma?

(Fàn kwài hàule.)

Jyā-jyùn shǎule shémma?

(Tā shǎule yìbǎ sháur.)

Dzài nǎr hái yǒu sháur?

(Dzwōbyār nèige chōuti. li hái yǒu.)

Jyā-jyùn bǎile jyàngyóu tsù méiyóu?

(Tā wàngle.)

Māma dzēmme búyào bái jyǒubēi?

(Bàba bùnéng tyāntyan hē jyǒu.)

2. Auditory Comprehension (Retell the following passages in English)

Jyā-jyùn wèn tā Māma tā dìdi dzài nǎr. Tā Māma shwō tā dìdi gēn tā mèimei dzài wàitou wár.

Tā Bāba yǐjing dzài jyā, gēn tā gēge dzài kètīng li shwōhwà.

Jyā-jyunde jyějye míngtyan gēn tā jyěfude mèimei tsūng syāngsya lái.

Jyā-jyùn yǐnjing ēle. Tā Māma shwō fàn kwài hǎule, jyàu tā chyù bǎi jwōdz. Tā bǎile wǎn, kwàidz, dzédz, sháur, kěshr wàngle jyàngyóu tsù.

Jyā-jyùn yé syāng hái jyōubēi. Kěshr tā Māma búyàu tā bǎi. Tā Māma shwō tā Bāba bùnéng tyāntyan wǎnshang hē jyōu.

3. Reading and Writing (Chinese characters)